Global Readings

A Primary Literacy Anthology

Level 3 Student’s Book

macmillan education

Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept
Literacy Review	Scanning; Identifying Cause and Effect; Sequence of Events; Final *st* and Initial *tr*; Identifying the Main Idea and Details; Identifying Fact and Opinion; Final *nd* and *ng*					
1 **I Love Reading** page 8	**Fiction** *The Beginning of Alice's Adventures* Fantasy	**Nonfiction** *Learning and Your Brain* Informational Text Spelling final *er*	Skimming a text	Science: Neuroscience	Self-Awareness: Label and recognize own and others' emotions	Why is reading important?
2 **What Lives Here?** page 24	**Nonfiction** *Two Different Forests* Informational Text	**Fiction** *A New Friend* Folk Tale Spelling *ai*	Understanding the author's purpose	Science: Ecology	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	How are plants, animals, and humans connected?
3 **How Much Is It?** page 40	**Nonfiction** *The History of Money* Informational Text	**Fiction** *The $100 Bill* Story Spelling *ar*	Identifying problems and solutions	History: Culture	Responsible Decision-Making: Identify problems when making decisions, and generate alternatives	Why do we need money?
4 **We Can Do It** page 56	**Nonfiction** *Teamwork Makes the Dream Work* Informational Text Spelling *or*	**Fiction** *Late for the Show* Play	Understanding the sequence of events	Social Studies: Teamwork	Relationship Skills: Exhibit cooperative learning and working toward group goals	How does teamwork help us?
5 **Make Some Noise** page 72	**Nonfiction** *The Art of Sound* Informational Text Spelling *ou*	**Fiction** *Beethoven's 9th* Poem	Understanding cause and effect	Arts & Humanities: Music	Social Awareness: Respect others	What different types of sounds are in our world?

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept
6 **That Looks Good** page 88	**Fiction** *Little Chef* Story	**Nonfiction** *Too Young to Cook? True Stories of Young Chefs* Persuasive Text Spelling final *old*	Scanning for specific information	Arts & Humanities: Culinary Arts	Responsible Decision-Making: Implement problem-solving skills when making decisions, when appropriate	Why is food important?
7 **How Can We Help?** page 104	**Fiction** *What Happens Next?* Story	**Nonfiction** *Animals to the Rescue* Informational Text Spelling final *ly*	Making inferences and predictions	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	How can we help each other in a disaster?
8 **Under the Sea** page 120	**Nonfiction** *Coral Reefs* Persuasive Text Spelling final *ight*	**Fiction** *The Lost Camera* Fantasy	Identifying perspective	Science: Marine Biology	Social Awareness: Identify social cues (verbal, physical) to determine how others feel	What is life like under the sea?
9 **What's the Matter?** page 136	**Nonfiction** *Take Your Medicine* Informational Text Spelling *ur*	**Fiction** *A Surprise Cure* Story	Understanding the main idea and details	Science: Health & Medicine	Self-Management: Set plans and work toward goals	What do we do when we're sick?
10 **Don't Push the Button** page 152	**Nonfiction** *Moving Machines* Informational Text	**Fiction** *Searching for Sterling* Science Fiction Spelling *ough*	Understanding facts and opinions	Science: Engineering	Self-Management: Overcome obstacles and create strategies for more long-term goals	Does technology make our lives easier?

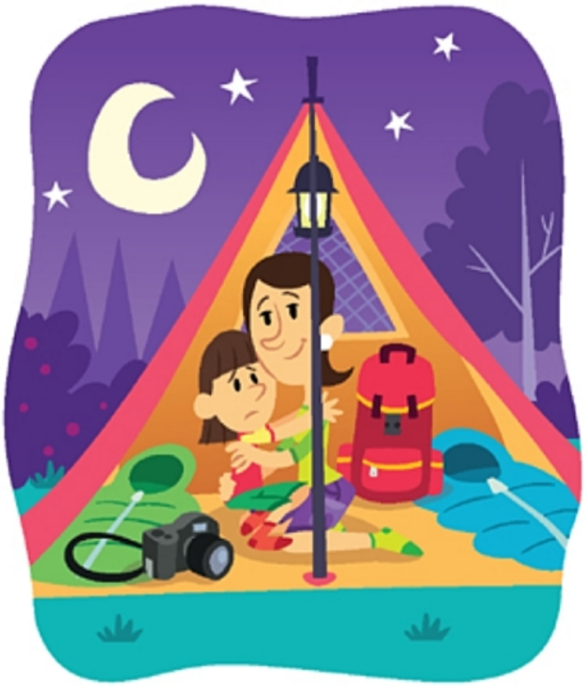
A Scan the story. Answer the questions. Then listen and read.

1 What is the title? ____________________

2 What is the setting? ____________________

3 Who are the characters? ____________________

Don't Move



A strong wind blew through the trees and our tent shook like a sail. Mom and I were the only two people out on the forest trail that night. I felt very alone. I wished we were at home and I was sleeping in my own bed.

"Camping out here will be worth it, Suzie," Mom said with a smile. "We'll get some amazing butterfly photos in the morning."

Just then, from outside the thin walls of the tent, I heard a grunting noise. I jumped. It was some kind of animal. The creature started moving around the tent. One moment, the grunting was next to our heads. Then, it was by our feet.

"What is it?" I whispered.

"It's looking for food. Stay close," said Mom. "And don't move."

B Read and write *True* or *False*.

1 Mom and Suzie are sleeping in a hut on a mountain. False

2 It is a calm and peaceful night. ________

3 Mom and Suzie are in the forest to take butterfly photos. ________

4 They hear a grunting sound from outside the tent. ________

5 The creature moves around the tent. ________

C Read, think, and write.

Cause		Effect
1 A strong wind blew.	▶	______
2 ______	▶	Suzie felt very alone.
3 Suzie heard a grunting noise.	▶	______
4 ______	▶	The creature moved around the tent.

D Put the events in order.

☐ The creature started moving around the tent.
☐ 1 A strong wind blew through the trees and our tent shook like a sail.
☐ Just then, from outside the thin walls of the tent, I heard a grunting noise.
☐ "Camping out here will be worth it, Suzie," Mom said with a smile.
☐ "It's looking for food. Stay close," said Mom. "And don't move."

My Reading Journal

What do you think happens next? Write.

______

______

______

______

Phonics *–st and tr–*

Listen and unscramble. Then find more words ending with *st* and beginning with *tr* in the reading.

1 staf fast
2 aintr ______
3 enst ______
4 avtrel ______
5 ashtr ______
6 tseb ______
7 tirfs ______
8 uret ______

A Scan the reading. Answer the questions. Then listen and read.

1 Which city is close to the forest? __________

2 What is the species of butterfly? __________

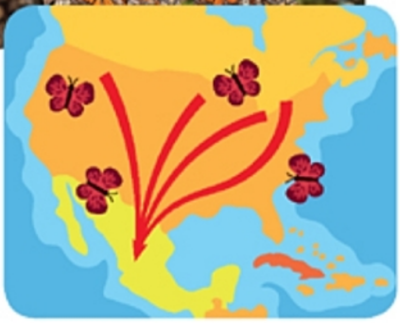
3 How far do some of the butterflies travel? __________

The Monarch Butterfly's Journey

Every fall, in the mountains about 97 km. northwest of Mexico City, something amazing happens. Millions of monarch butterflies arrive at the same small part of the forest. Some monarch butterflies travel more than 4,000 km. from North America to escape the winter and to mate.

Every year in this forest, there are so many butterflies that the trees turn orange. Branches bend under the weight. In spring, the forest fills with the fluttering of tiny wings, as the monarchs get ready to make the long journey back home.

This part of the forest is now a UNESCO World Heritage Site. Scientists believe this place is important for the planet and for the monarch butterfly species. People take care of this forest. The trees here cannot be cut down.



Every fall, monarch butterflies travel south.

B Read and answer.

1 When do the monarch butterflies arrive in Mexico?

The butterflies arrive in mexico every fall.

2 Where do the monarch butterflies travel from?

____

3 How far is the forest from Mexico City?

____

4 What happens to the trees because of the butterflies?

____

5 When do the monarchs start their journey back home?

____

C Think and write. What is the main idea? What are the details?

Main Idea

Detail

Detail

Detail

D Read and write *Fact* or *Opinion*.

1 The monarch butterflies are the most beautiful in the world. Opinion
2 Millions of monarch butterflies migrate to Mexico each year. ______
3 It really is so amazing to see the butterflies. ______
4 Some monarch butterflies travel more than 4,000 km. ______
5 The forest is protected. ______

My Reading Journal

What's one thing you learned from the reading?

______

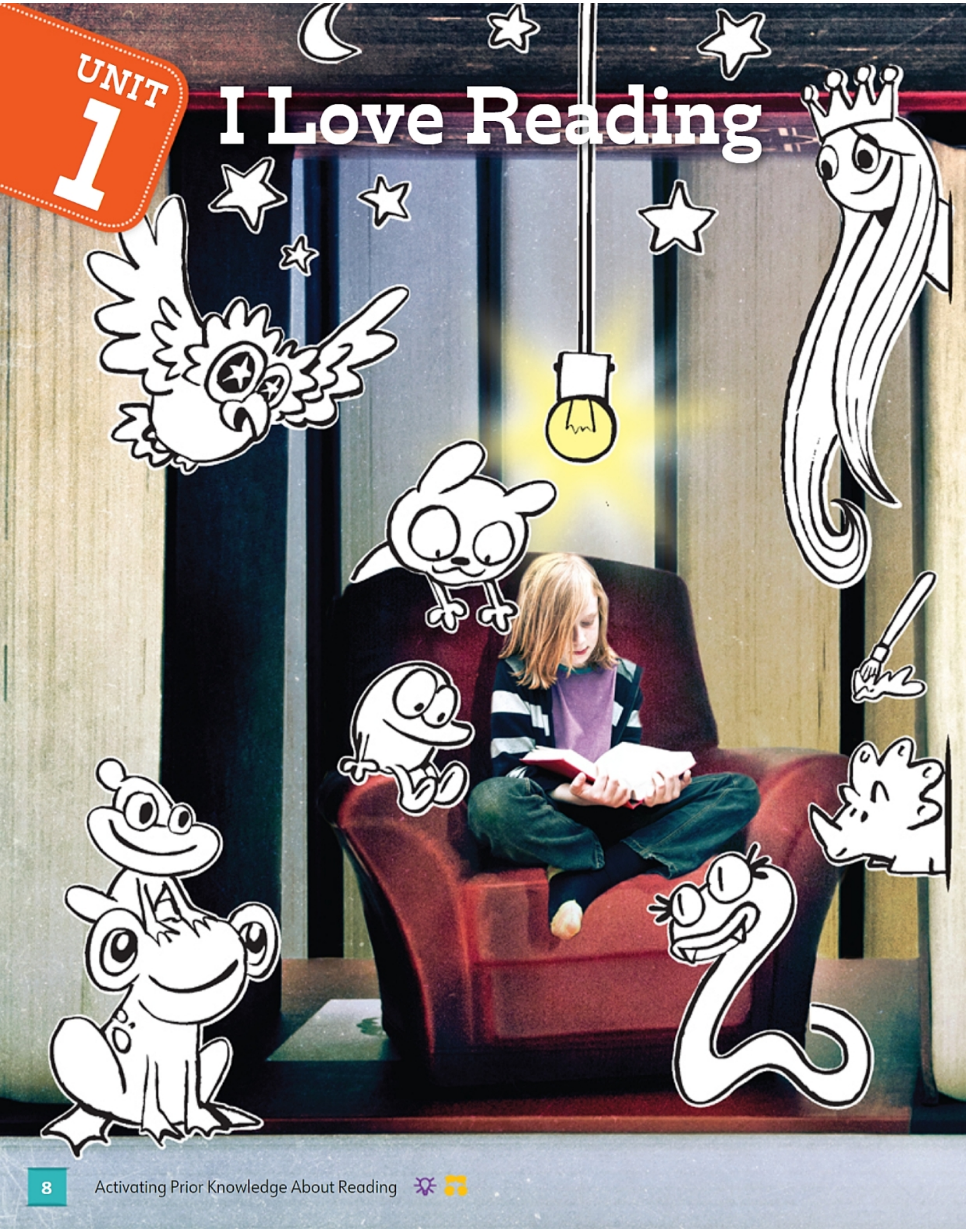
Phonics –*nd* and –*ng*

Listen and complete with *nd* and *ng*. Then find more words ending with *nd* and *ng* in the reading.

1 sen d
2 fi__ __
3 sta__ __
4 wro__ __
5 thi__ __
6 si__ __
7 stro__ __
8 sou__ __

UNIT 1

I Love Reading



Get Ready to Read

Question Starts

A Think about the picture. Then brainstorm questions. Write a list.

Who	What	Where
When	Why	How

B Look at your list from **A**. Which questions seem the most interesting? Discuss them with the class.

What book is she reading?

Where is she?

C What new ideas or questions do you have now? Talk about your ideas with your partner.

How many books are there in the whole world?

Is there a country in the world without a library?

D Think and discuss. How does reading take us to other times and places?

E Look quickly at the story on the next page, but don't read all the words. Answer the questions.

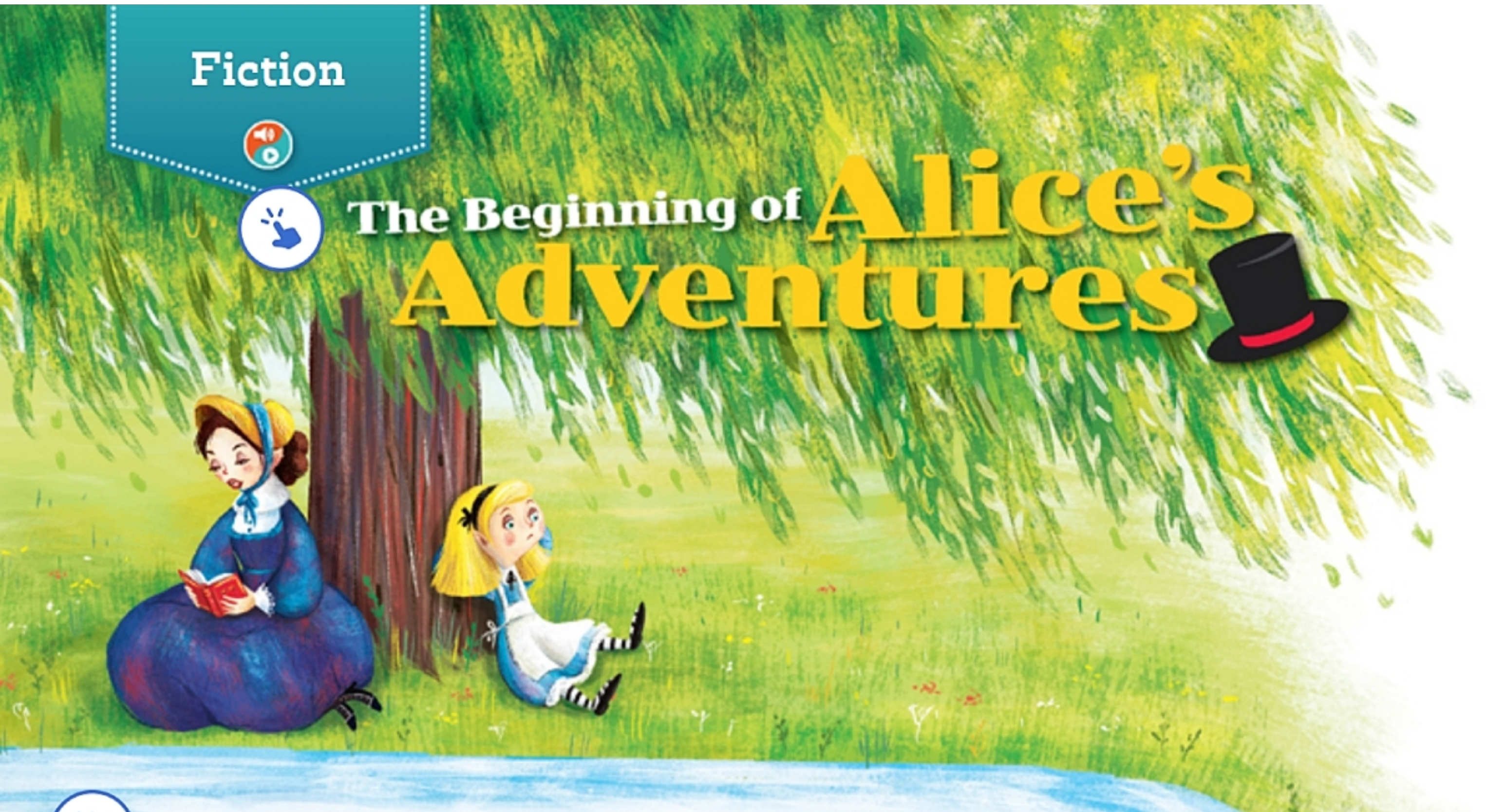
1 How does Alice feel?

2 What kind of animal does she see?

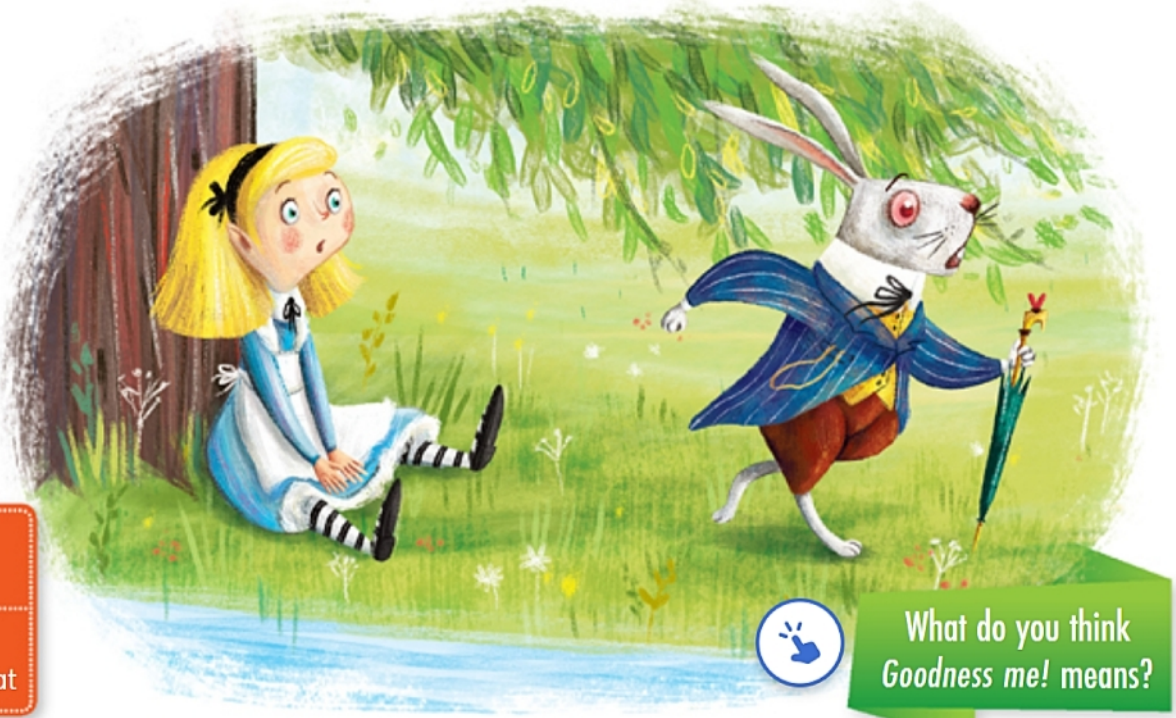
Now read **The Beginning of Alice's Adventures**

Fiction

The Beginning of Alice's Adventures



Alice sat by the river. Her sister read a novel. Alice was bored and hot. She felt sleepy, and she wondered what to do.

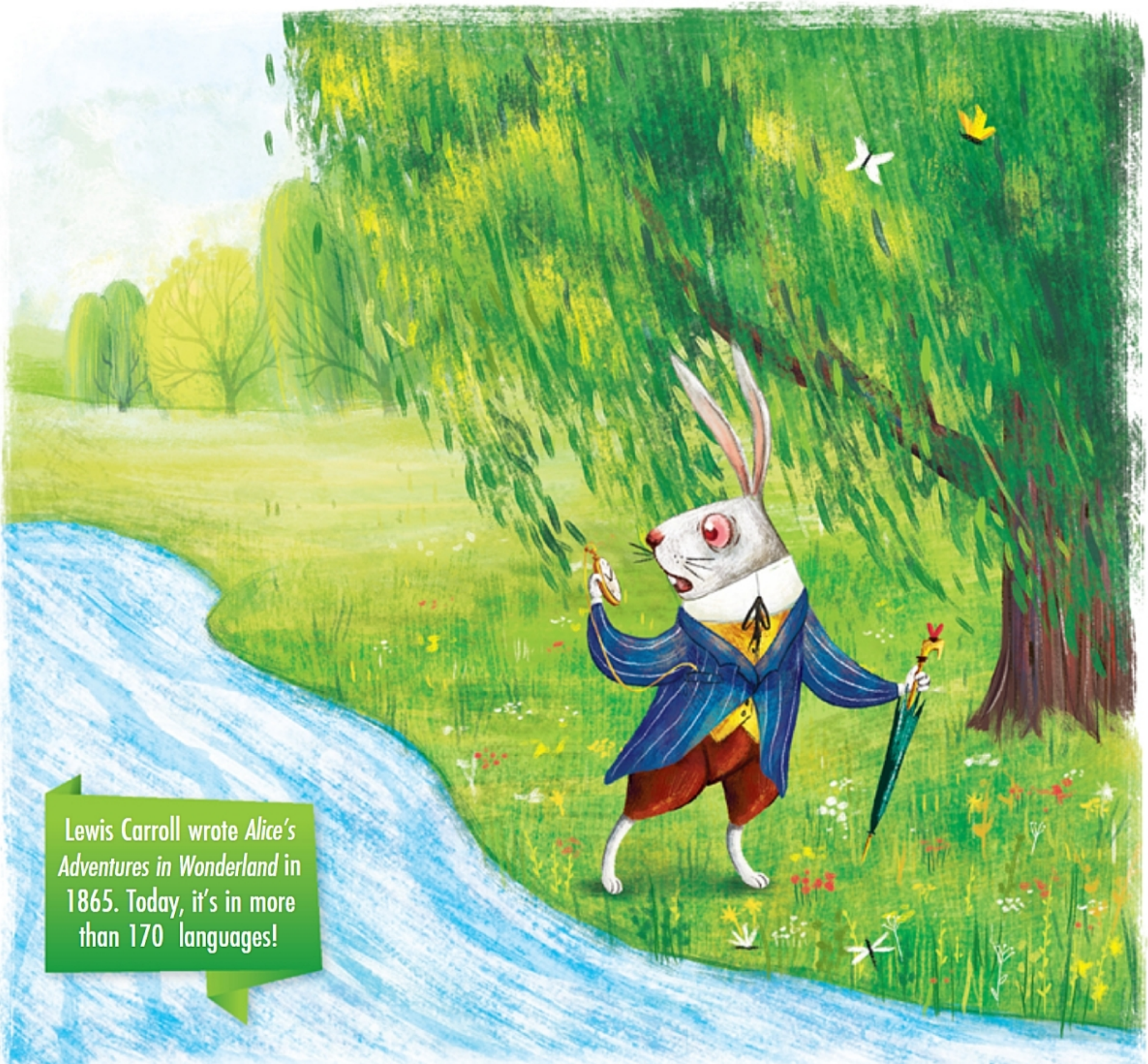


🇺🇸	vest
🇬🇧	waistcoat

What do you think *Goodness me!* means?

Suddenly, a rabbit ran past her. The rabbit was white with pink eyes. He wore a yellow waistcoat.

"Goodness me!" said Alice. "What's that? A rabbit in a waistcoat!" She was very surprised. "Rabbits don't wear waistcoats!"



Lewis Carroll wrote *Alice's Adventures in Wonderland* in 1865. Today, it's in more than 170 languages!

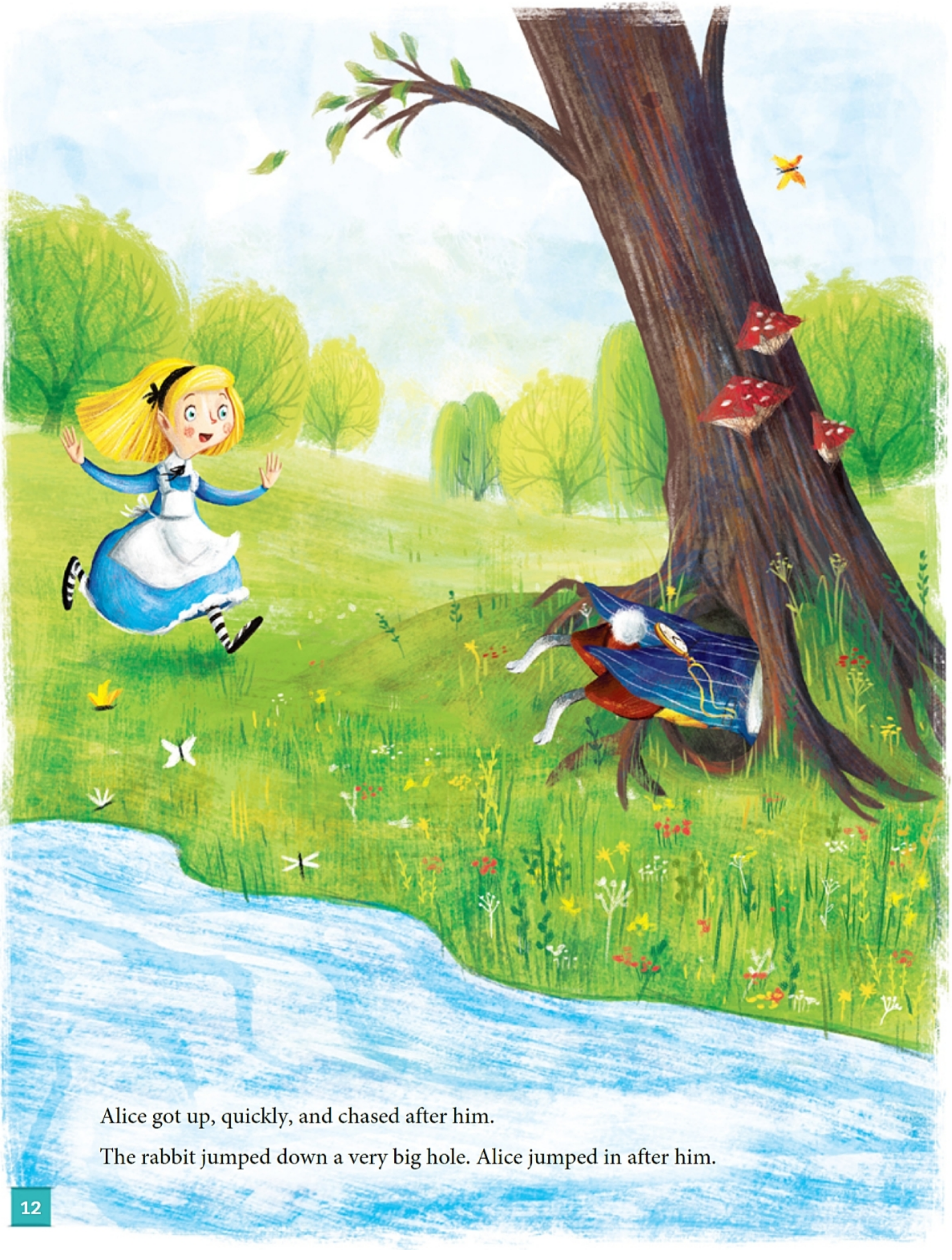
The rabbit stopped and took a watch out of his pocket.

"Oh dear, oh dear, I'm going to be late," he said. The rabbit ran off.

Words in Context

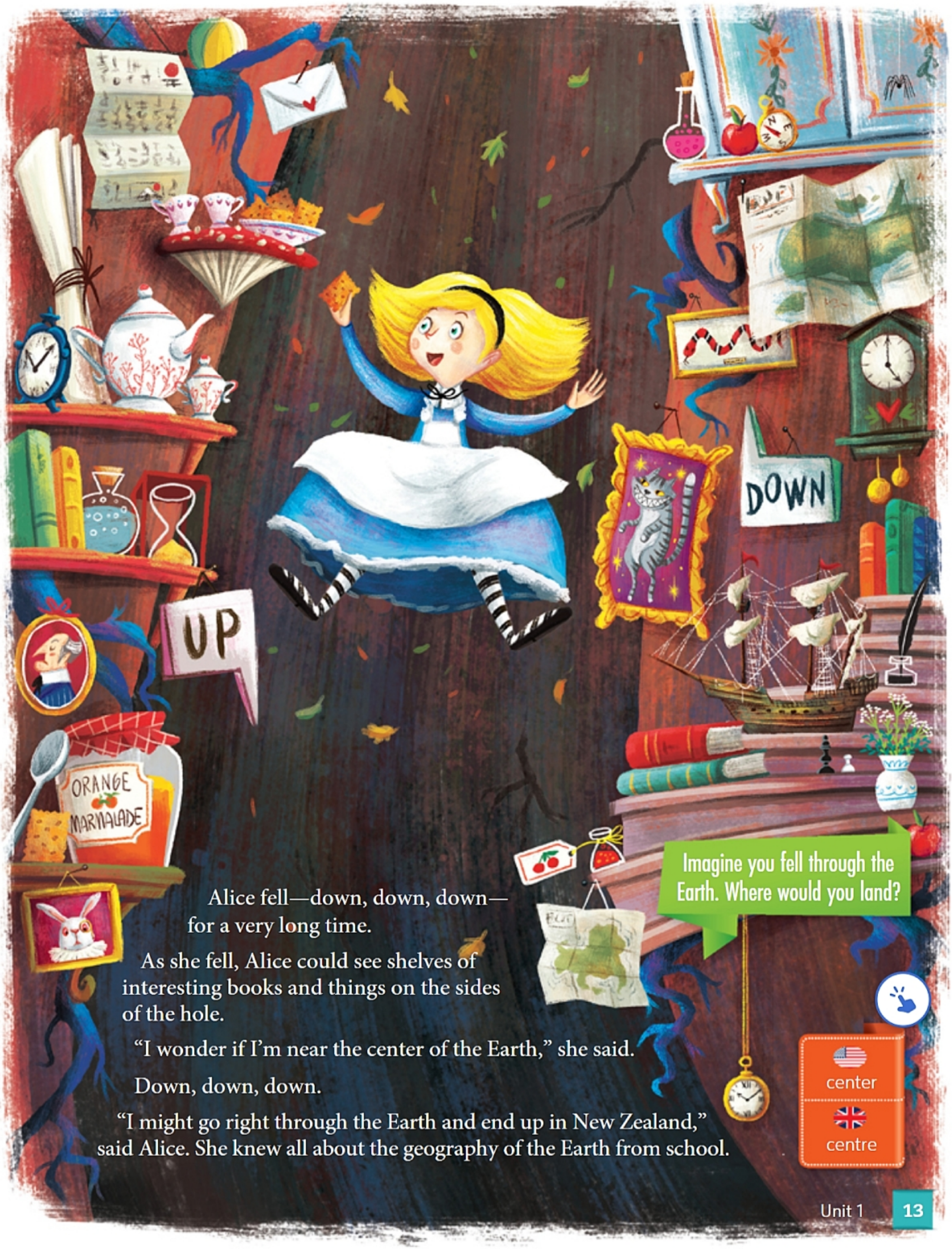
Find these words in the reading. What do you think they mean?

sleepy **chased** **fell** **shelves** **corner**



Alice got up, quickly, and chased after him.

The rabbit jumped down a very big hole. Alice jumped in after him.



Alice fell—down, down, down—
for a very long time.

As she fell, Alice could see shelves of interesting books and things on the sides of the hole.

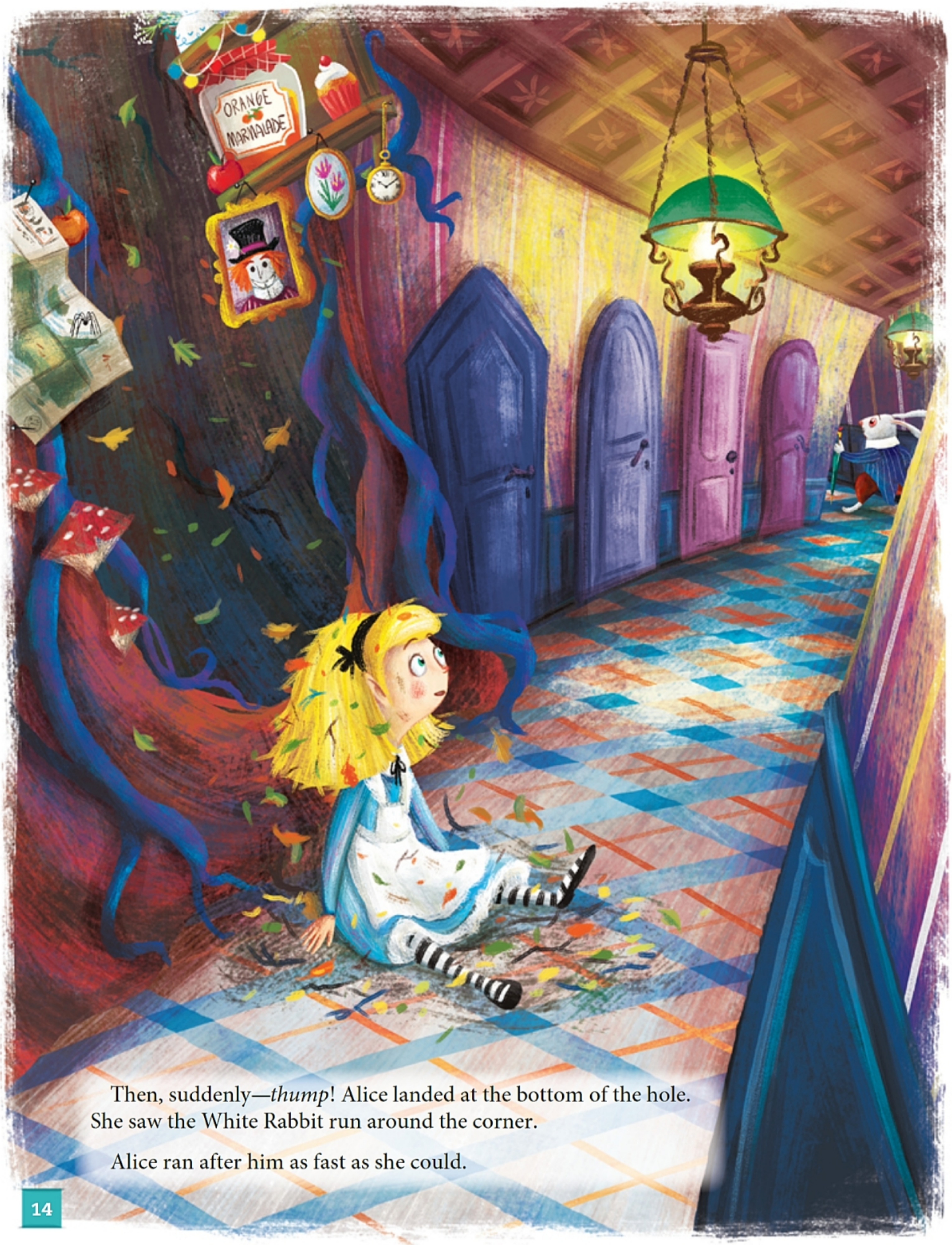
"I wonder if I'm near the center of the Earth," she said.

Down, down, down.

"I might go right through the Earth and end up in New Zealand," said Alice. She knew all about the geography of the Earth from school.

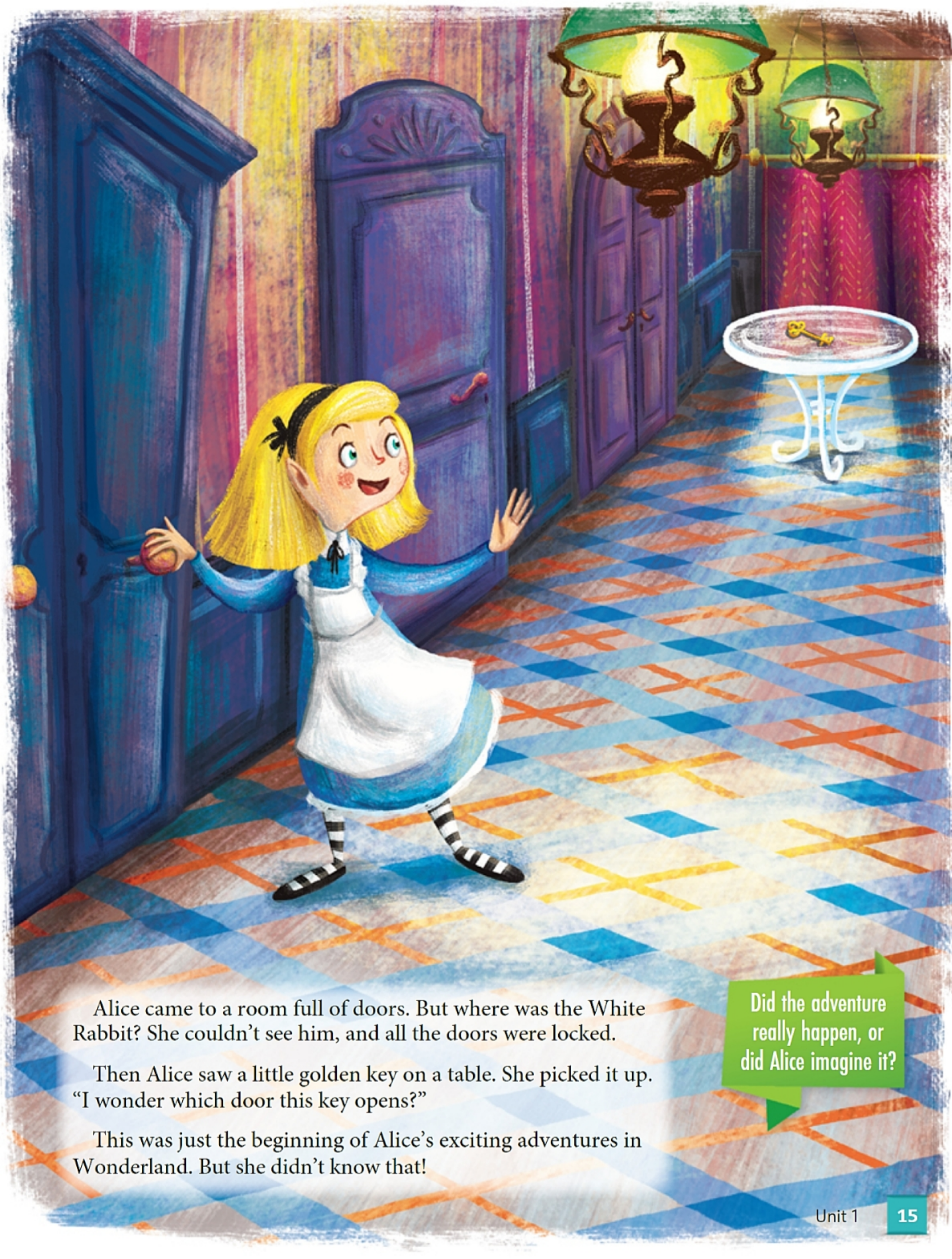
Imagine you fell through the Earth. Where would you land?

🇺🇸	center
🇬🇧	centre


ORANGE
MARMALADE

Then, suddenly—*thump*! Alice landed at the bottom of the hole. She saw the White Rabbit run around the corner.

Alice ran after him as fast as she could.



Alice came to a room full of doors. But where was the White Rabbit? She couldn't see him, and all the doors were locked.

Then Alice saw a little golden key on a table. She picked it up. "I wonder which door this key opens?"

This was just the beginning of Alice's exciting adventures in Wonderland. But she didn't know that!

Did the adventure really happen, or did Alice imagine it?

Explore the Reading

A Read and number. Put the events in order.

☐ Alice came to a room full of doors and found a little golden key.

☐ Alice fell down the hole. She fell for a long time.

☐ Alice sat by the river with her sister.

☐ The rabbit jumped down a large hole. Alice jumped in, too.

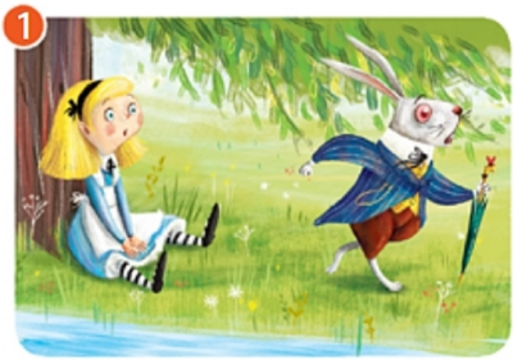
☐ Alice landed at the bottom of the hole.

☐ A white rabbit ran past Alice.

B Look and write. How do they feel?

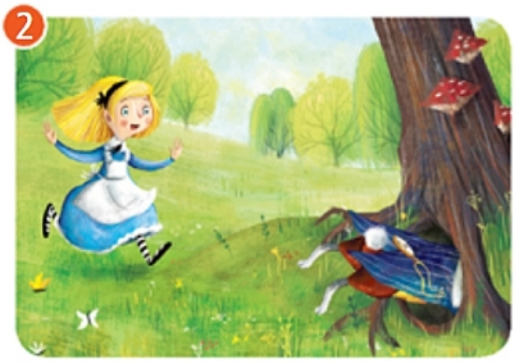
worried **bored** ~~**surprised**~~ **interested**

1



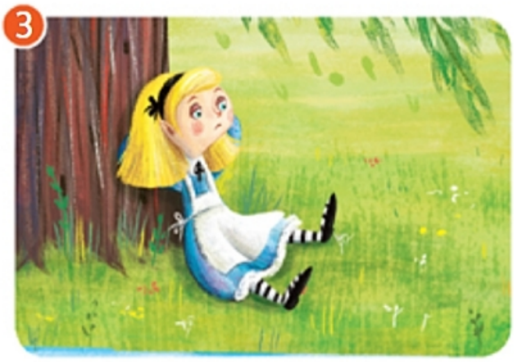
surprised

2



____

3



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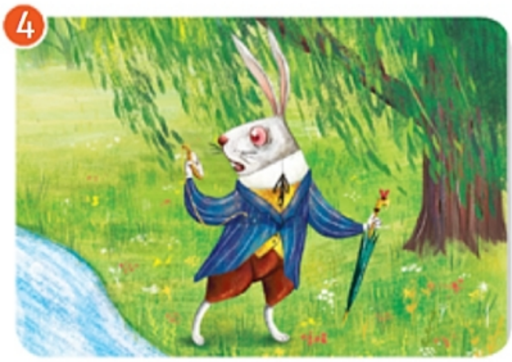
4



____

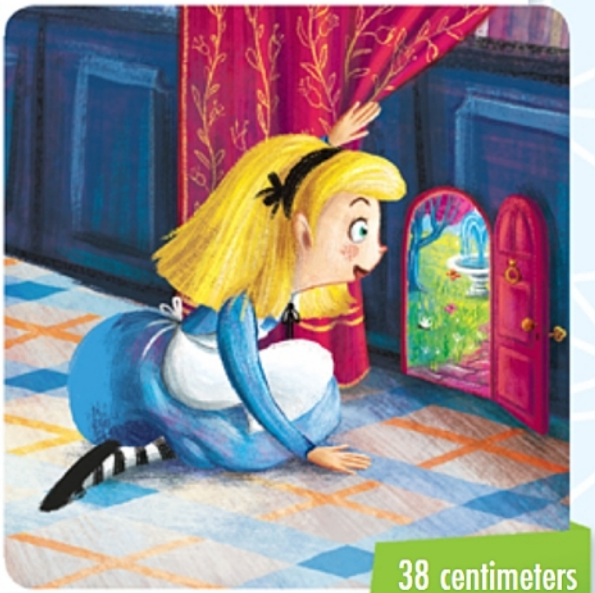
C Think and discuss. Do you have a big imagination like Alice? What do you imagine?

Yes, I do. Sometimes, I imagine ...

A Read quickly. Don't read all the words. Write three important pieces of information. Then discuss.

Then, Alice saw a little door about 38 cm. high. She tried the little golden key in the lock, and it fit! She was very happy!

Alice opened the door carefully. It led into a lovely garden. She really wanted to explore the garden and look at the beautiful flowers … but she couldn't get her head through the door. "Oh, no, I can't go into the garden. I'm too big!" she said sadly.



38 centimeters = 15 inches

1 ______________________________

2 ______________________________

3 ______________________________

When we **skim**, we look at the reading quickly and don't read every word. We look for important information, important words, at titles, and at captions to understand the main idea.

B Skim *Learning and Your Brain* on the next page. What is it about? Check (✓).

1 The size of the brain. ○

2 The different parts of the brain we use when we learn. ○

3 What the brain looks like. ○

4 What the imagination is. ○

C Think and discuss. What do you know about the brain? What does the brain do?

The brain is …

It can …

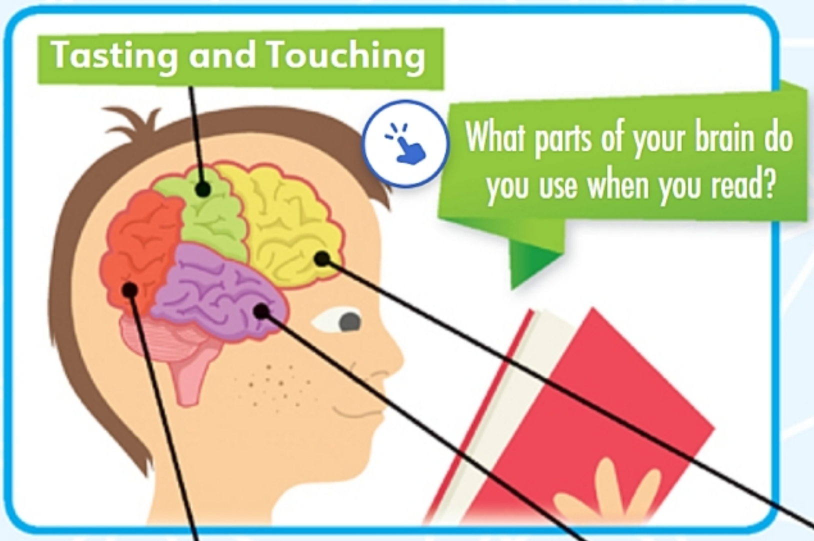
Now read **Learning and Your Brain**

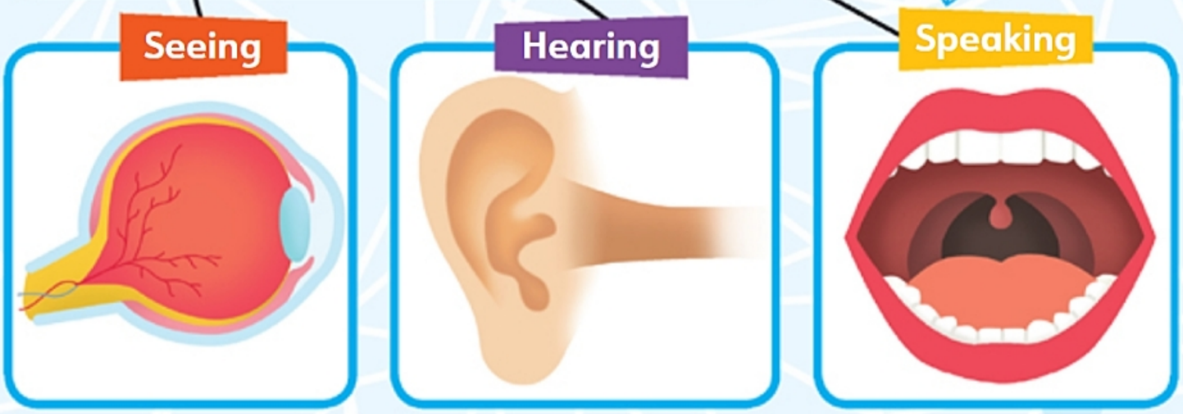
Nonfiction

Learning and Your Brain

The Lobes of the Brain

Your brain works hard all day. There are four lobes, or parts, of the brain. They do different things, but they all work together.

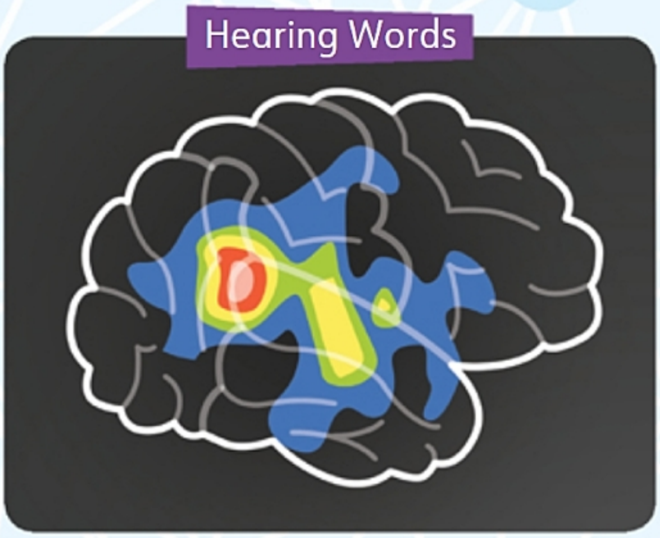

Tasting and Touching
What parts of your brain do you use when you read?

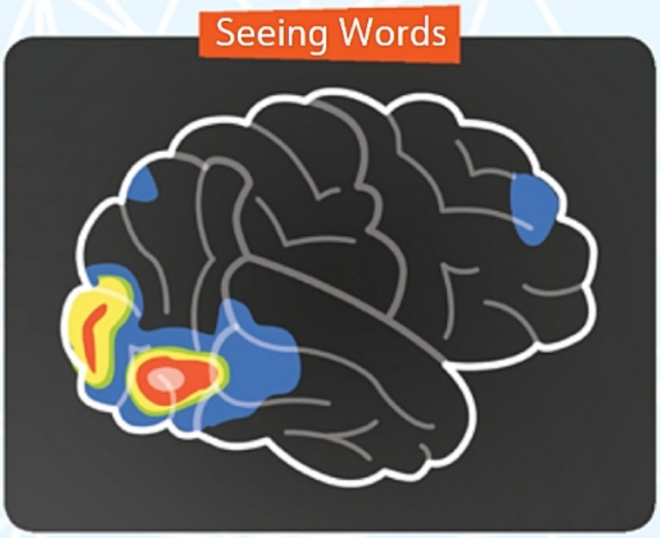

Labels help you understand different parts of a picture.
Seeing
Hearing
Speaking

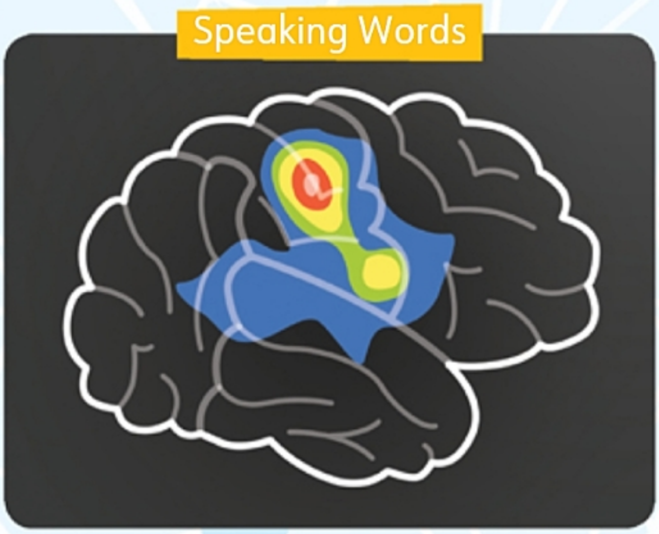
Part of your brain helps you understand what you taste and touch. Can you find it? Another part of your brain helps you see. Can you find it?

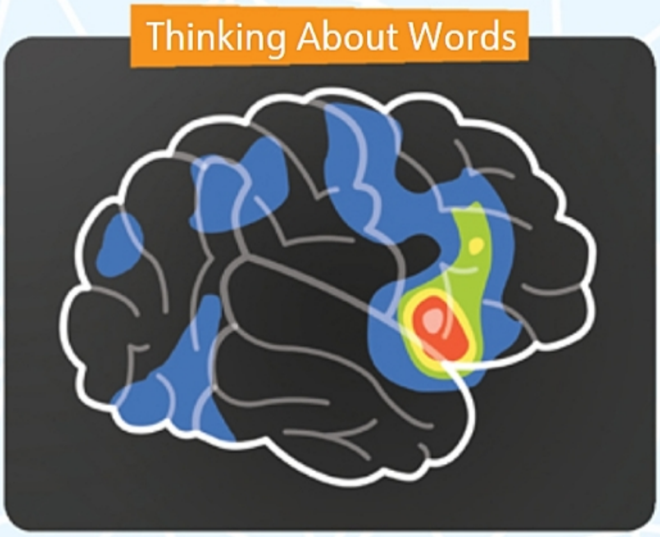
When your teacher reads to you, part of your brain helps you hear the words. It also works when you read silently. Can you find it? Part of your brain helps you speak. It also helps you understand what you are reading. Can you find it?

When you do different things, the lobes of your brain work together like a team. Using the different parts makes them stronger. Reading is a good way to exercise your brain and give it a workout.


Hearing Words


Seeing Words


Speaking Words


Thinking About Words

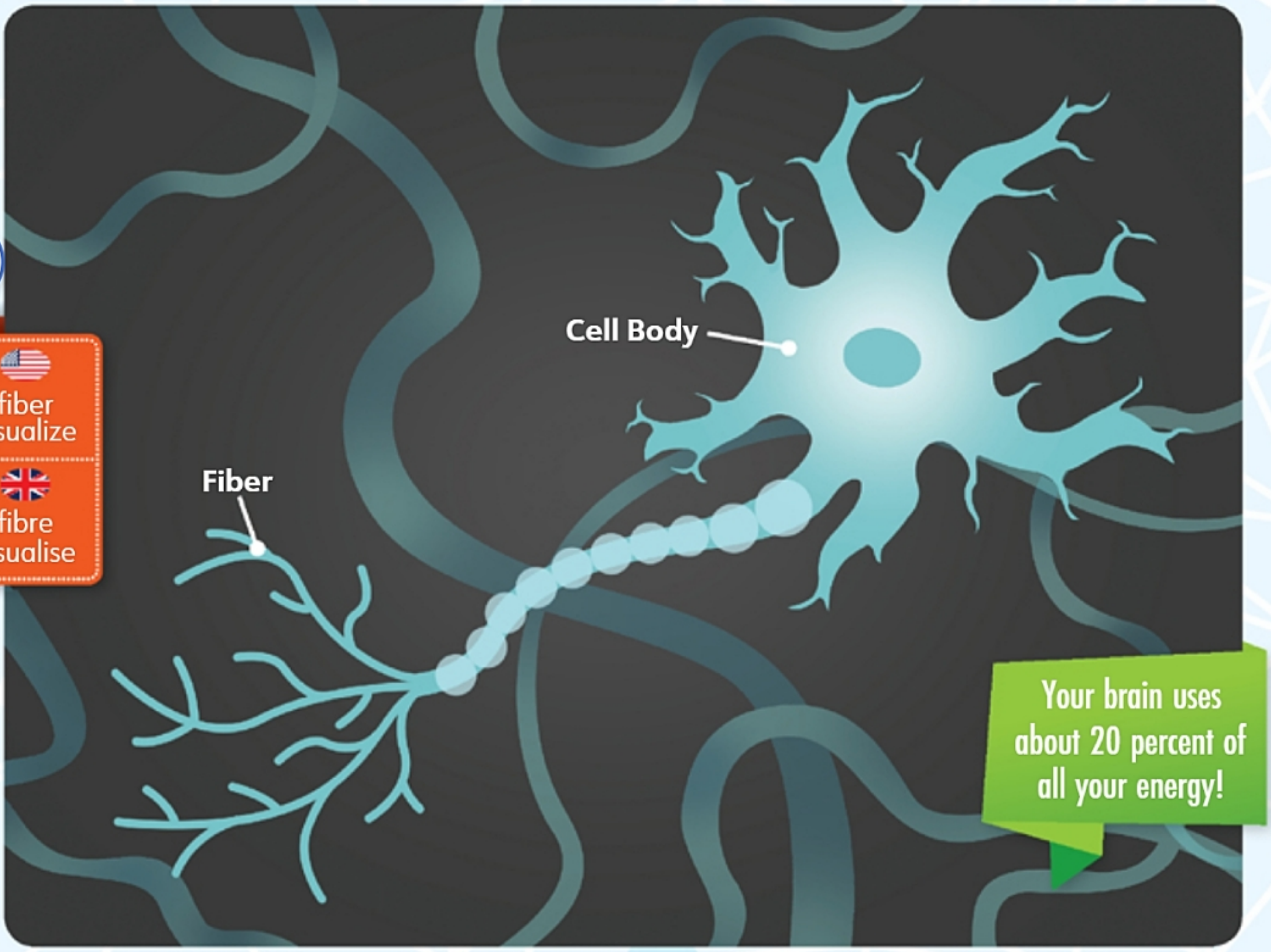
Scientists use a special machine to see which parts of the brain we use at different times. During each activity, the red areas show the parts we're using the most, the blue areas show the parts we're using a little bit, and the black areas show parts we aren't using much at all.

Words in Context

Find these words in the reading. What do you think they mean?

lobes **workout** **cells** **fibers**
messages **connecting** **creative**

Neurons Make Connections



Your brain uses about 20 percent of all your energy!

fiber
visualize

fibre
visualise

Your brain is made up of billions of special cells called neurons. Each neuron has a body with fibers that look like the branches of a tree. These fibers join together, connecting neurons so they can send each other messages or information.

The more you read, the stronger these connections become.

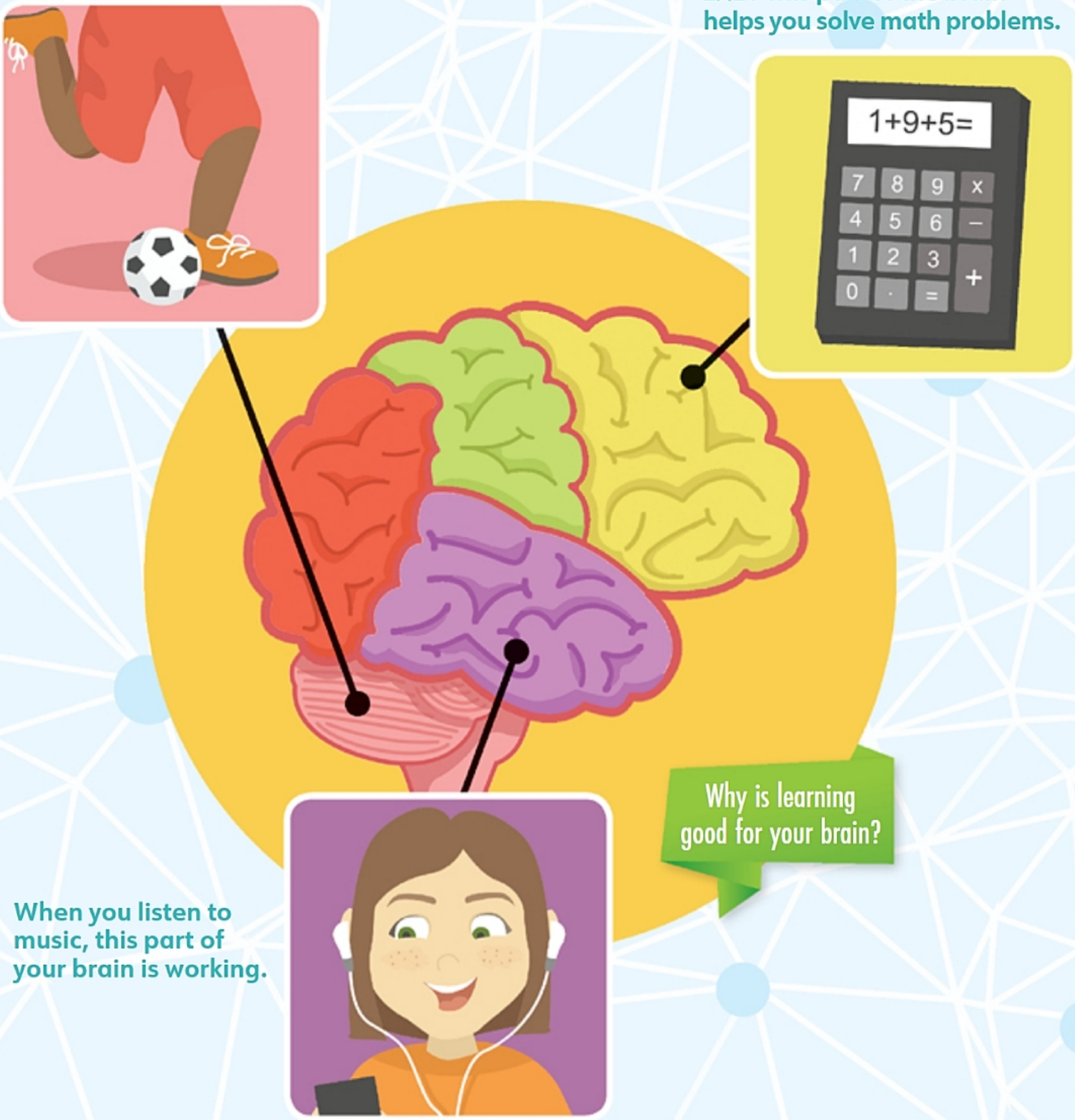
Reading Helps Your Imagination

When you read, your brain helps you visualize, or imagine, what the story might look like. Scientists think reading improves the imagination because it makes the connections in our brains stronger. This makes us more creative.

Your Brain and Other Subjects

In P.E., you run and kick a ball. Goal! You use this part of your brain.

How much is 1+1+1+1+1? What about 10−1? How about 2×2? This part of the brain helps you solve math problems.



When you listen to music, this part of your brain is working.

Why is learning good for your brain?

Keep reading and learning to keep your brain in good shape.

Explore the Reading

A Write *True* or *False*. Say the page where you found the answer.

1 The brain is made up of billions of special cells called imagination cells. ________

2 Your brain uses 20 percent of your body's energy! ________

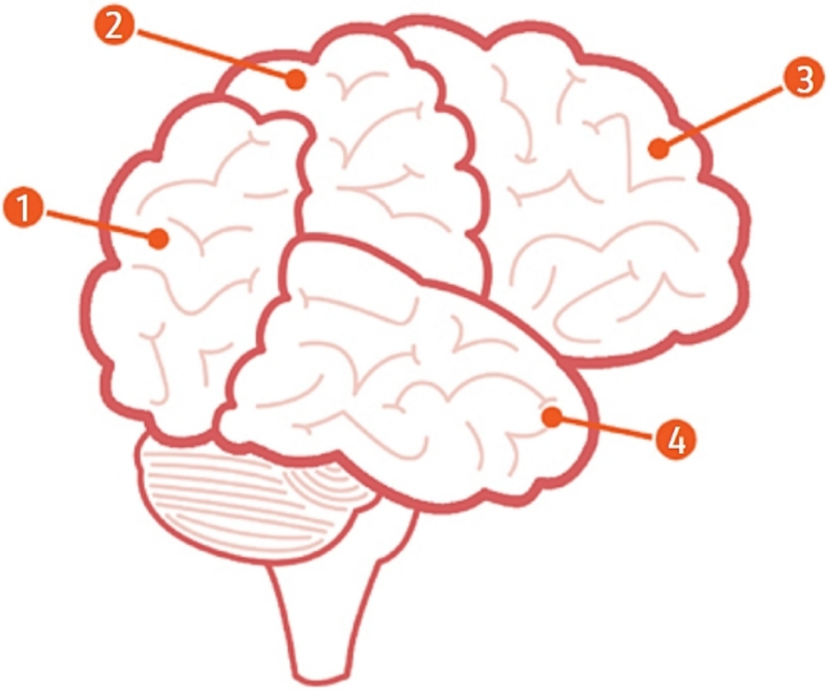
3 To help you read, different parts of the brain work together. ________

4 Scientists think reading improves your imagination. ________

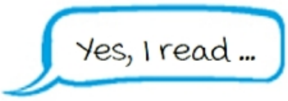
5 Reading and learning don't keep your brain in good shape. ________

B Read and color the parts of the brain.

purple = You listen to music.
yellow = You speak.
red = You see words.
green = You taste an apple.



C Think and discuss. Do you give your brain a good workout?



Spelling Pattern –*er*

Listen and write. Then check your answers.

1 c________ 2 w________ 3 a________ 4 f________ 5 r________

Now find more words ending with *er* in the reading.

Why is reading important?

A What different types of things do we read? Why do we read them? Complete the table.

What We Read ...	And Why We Read It!
The Beginning of Alice's Adventures	for fun
Learning and Your Brain	for information

B Think and write. Why is it important to read different things?

Reasons to Read

You can learn new facts.

C Discuss your ideas. Then share with your class. Do a Numbered Heads Together routine.

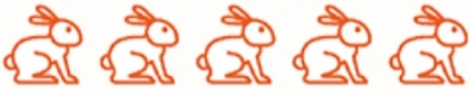
I think it's important because ...

My Reading Journal

Did you like the fiction or the nonfiction reading better? Why? Write.

I liked the ____________ reading better, because ______________________________.

Color the rabbits to rate the unit. Then write a short review.

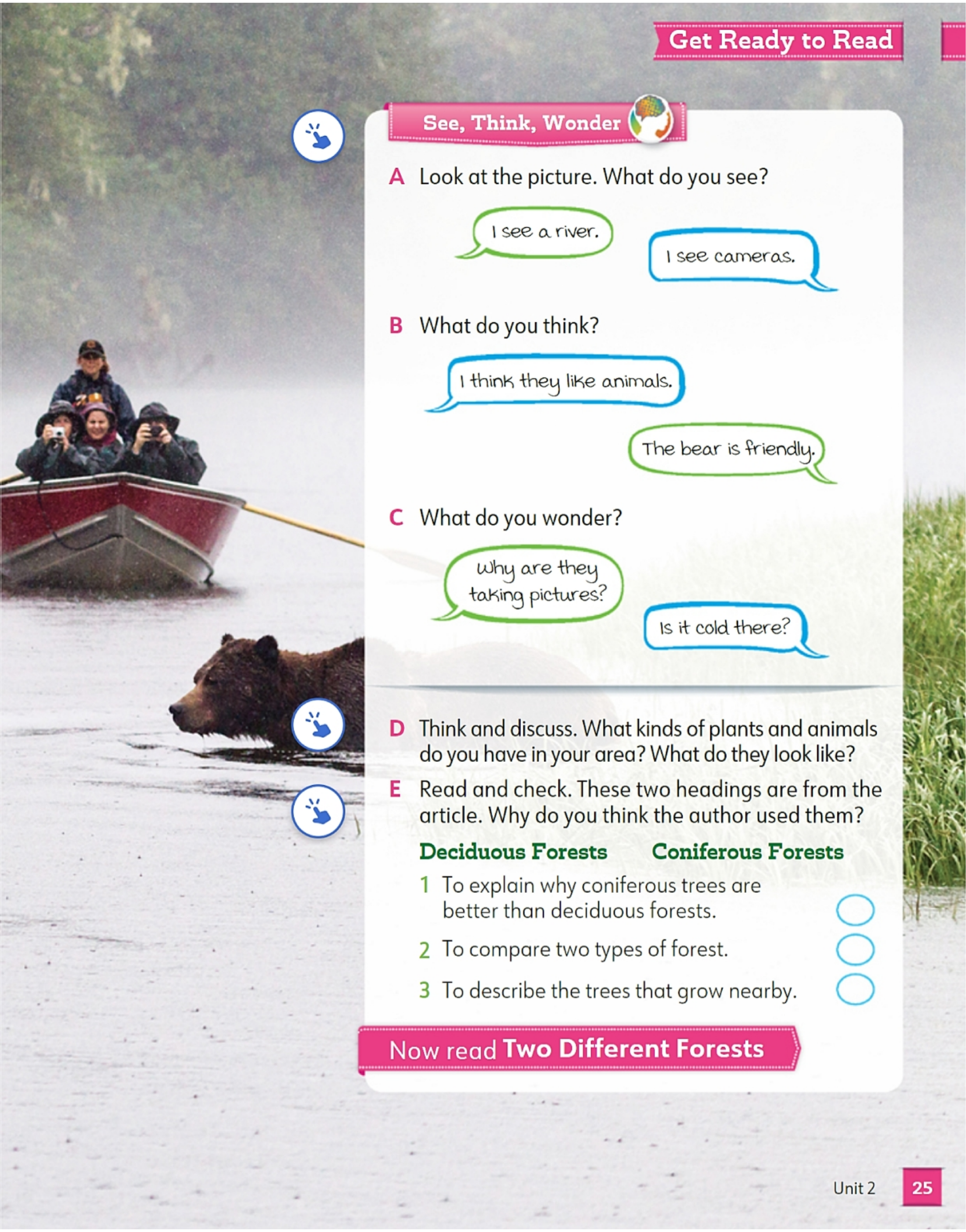


I thought this unit was ______________________

____

UNIT 2

What Lives Here?



See, Think, Wonder

A Look at the picture. What do you see?

I see a river.

I see cameras.

B What do you think?

I think they like animals.

The bear is friendly.

C What do you wonder?

Why are they taking pictures?

Is it cold there?

D Think and discuss. What kinds of plants and animals do you have in your area? What do they look like?

E Read and check. These two headings are from the article. Why do you think the author used them?

Deciduous Forests **Coniferous Forests**

1 To explain why coniferous trees are better than deciduous forests. ○

2 To compare two types of forest. ○

3 To describe the trees that grow nearby. ○

Now read **Two Different Forests**

Nonfiction

Two Different Forests

Deciduous Forests

Headings tell us what the reading is going to be about.

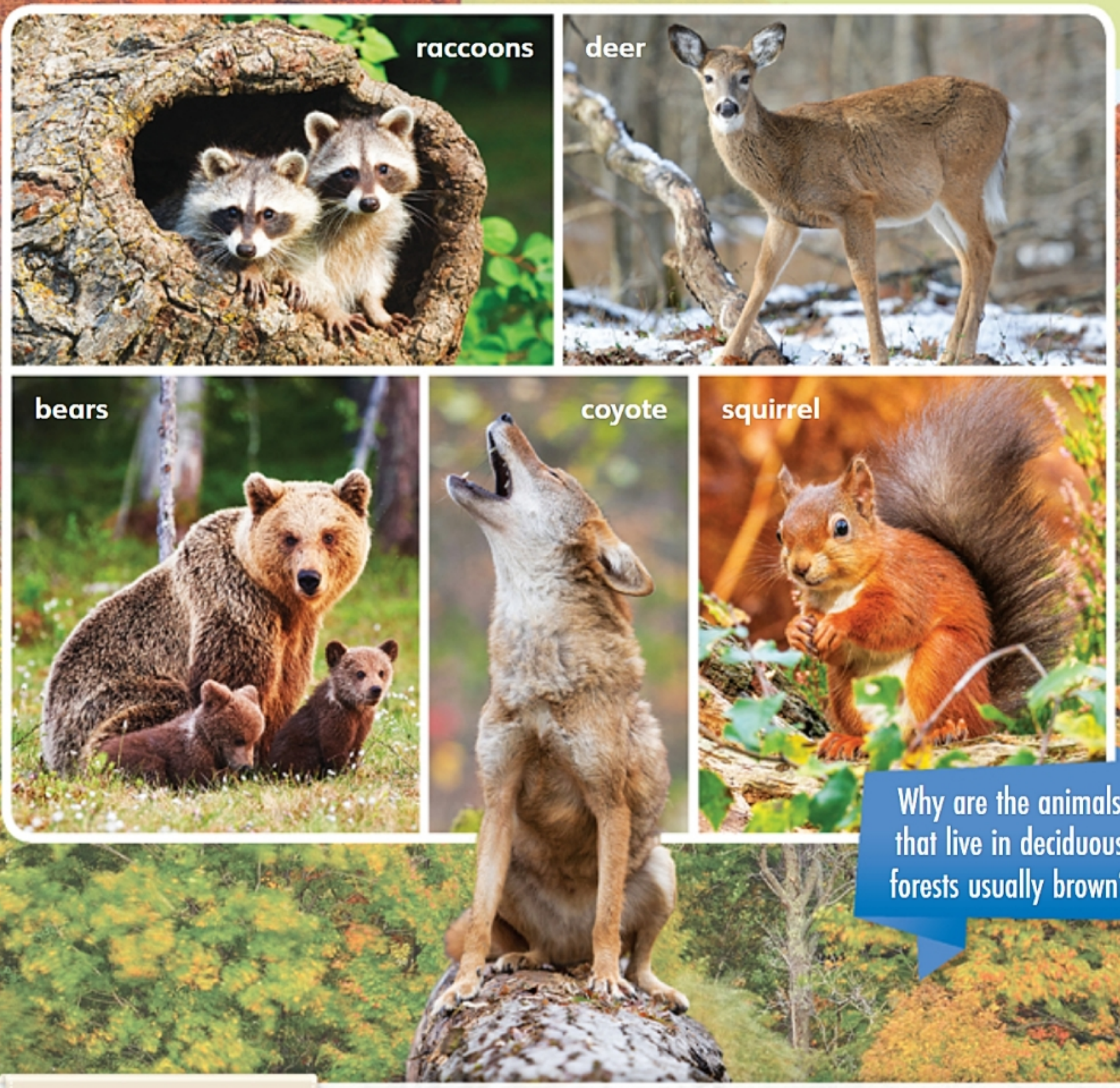
Deciduous trees grow all over the world. They grow in parts of North America, Europe, and China. These places have four seasons in the year: spring, summer, autumn, and winter. In the autumn, the leaves of deciduous trees fall to the ground. But before they do, the leaves change color. They go from green to orange, brown, and red. Some people think autumn is the most beautiful season.

Oak trees and apple trees are deciduous. In the spring, they have small flowers. These flowers become fruit and seeds in the autumn. In the winter, the trees have no leaves. Then the leaves and flowers grow back again in the spring.

apple tree

Do you have a favorite kind of tree?

There are a lot of animals in the deciduous forest biome. They eat plants, fruit, and the seeds from the trees. Some of them hibernate. They sleep all winter when it's cold and there isn't much food.



Why are the animals that live in deciduous forests usually brown?

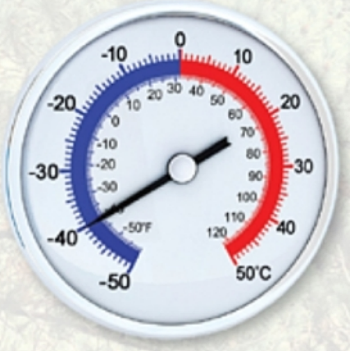
Words in Context

Find these words in the reading. What do you think they mean?

deciduous **hibernate** **coniferous** **survive** **adapt**

Coniferous Forests

Like deciduous trees, coniferous trees grow all over the world. Many of them grow in places that have longer and colder winters. This means that the summers are shorter and cooler, too.


-50
-40
-30
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40
50°C
-50°F
-30
-20
-10
0
10
20
30
40
50
60
70
80
90
100
110
120

In some coniferous forests, the winter temperature can drop to –50°C!

We call these forests coniferous because the trees have cones instead of flowers or fruit. They also have thin, dark green leaves all year round. These leaves don't change color in autumn, so we call coniferous trees evergreen.

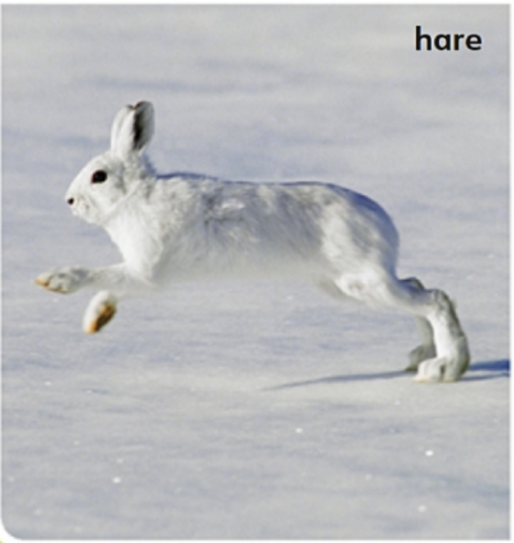
pine cone

Not many animals can survive in the very cold winters of the coniferous forests. Most of them hibernate. Many of them change color in the winter so they can hide in the snow. Some of them have thick white fur, not brown fur. This is one way they adapt.

The trees and animals in these two types of forests are very different, but they must all adapt to changes in their biomes to survive.

wolf

owl


hare

lynx

Why do animals in coniferous forests often have thick white fur or feathers in winter?

Explore the Reading

A Read and check (✓).

	Deciduous Forests	Coniferous Forests
1 The trees don't lose their leaves in autumn.	○	✓
2 Winters are shorter here.	○	○
3 The animals find food in the trees.	○	○
4 The leaves stay the same color in autumn.	○	○
5 Some animals change color in winter.	○	○
6 The leaves of these trees are not thin.	○	○

B Read and match. How do trees and animals adapt to the cold?

1

Deciduous Trees

3

Bears

2

Coniferous Trees

4

Hares

a. have thin leaves.

b. lose their leaves in autumn and grow them again in spring.

c. change from brown to white.

d. hibernate and wake up in spring.

C Think and write. How do you adapt to your environment?

Spring	Summer
Autumn	**Winter**

The Beginning of Alice's Adventures

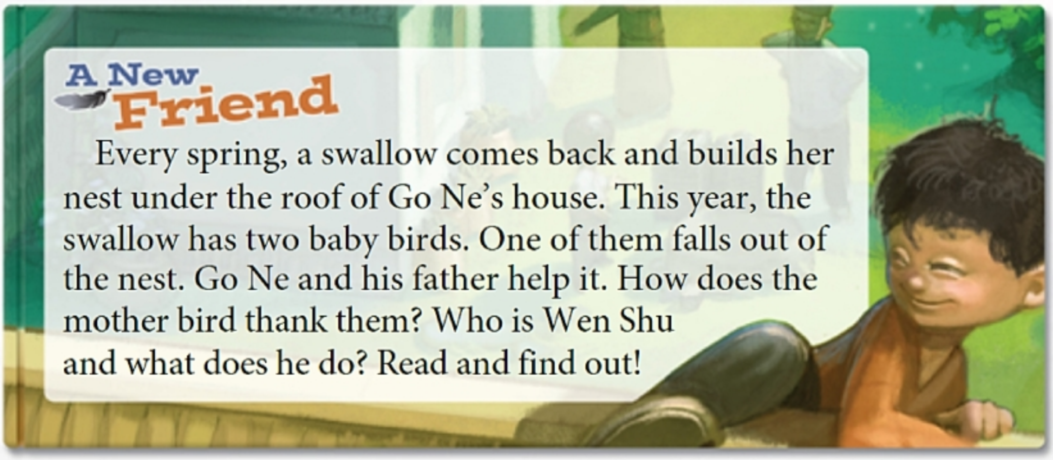
A Think and check (✓). Why did the author write *The Beginning of Alice's Adventures*?

The author wrote *The Beginning of Alice's Adventures* to ...

○ teach me about rabbits.
○ help me understand Alice.
○ help me have fun.

When we read a text, we should think about why the author wrote it. This is the **author's purpose**. Authors usually write to teach something, change someone's opinion, or entertain. Sometimes there is more than one purpose.

B Read and write *Yes* or *No*. Then write the author's purpose.



A New Friend

Every spring, a swallow comes back and builds her nest under the roof of Go Ne's house. This year, the swallow has two baby birds. One of them falls out of the nest. Go Ne and his father help it. How does the mother bird thank them? Who is Wen Shu and what does he do? Read and find out!

1 Does the author want to entertain me? ______
2 Does the author want to teach me about birds? ______
3 Does the author want me to change my opinion about birds? ______
4 I think the author's purpose is to ______________________.

C Think and discuss. Think about something you wrote. Why did you write it? What was your purpose?

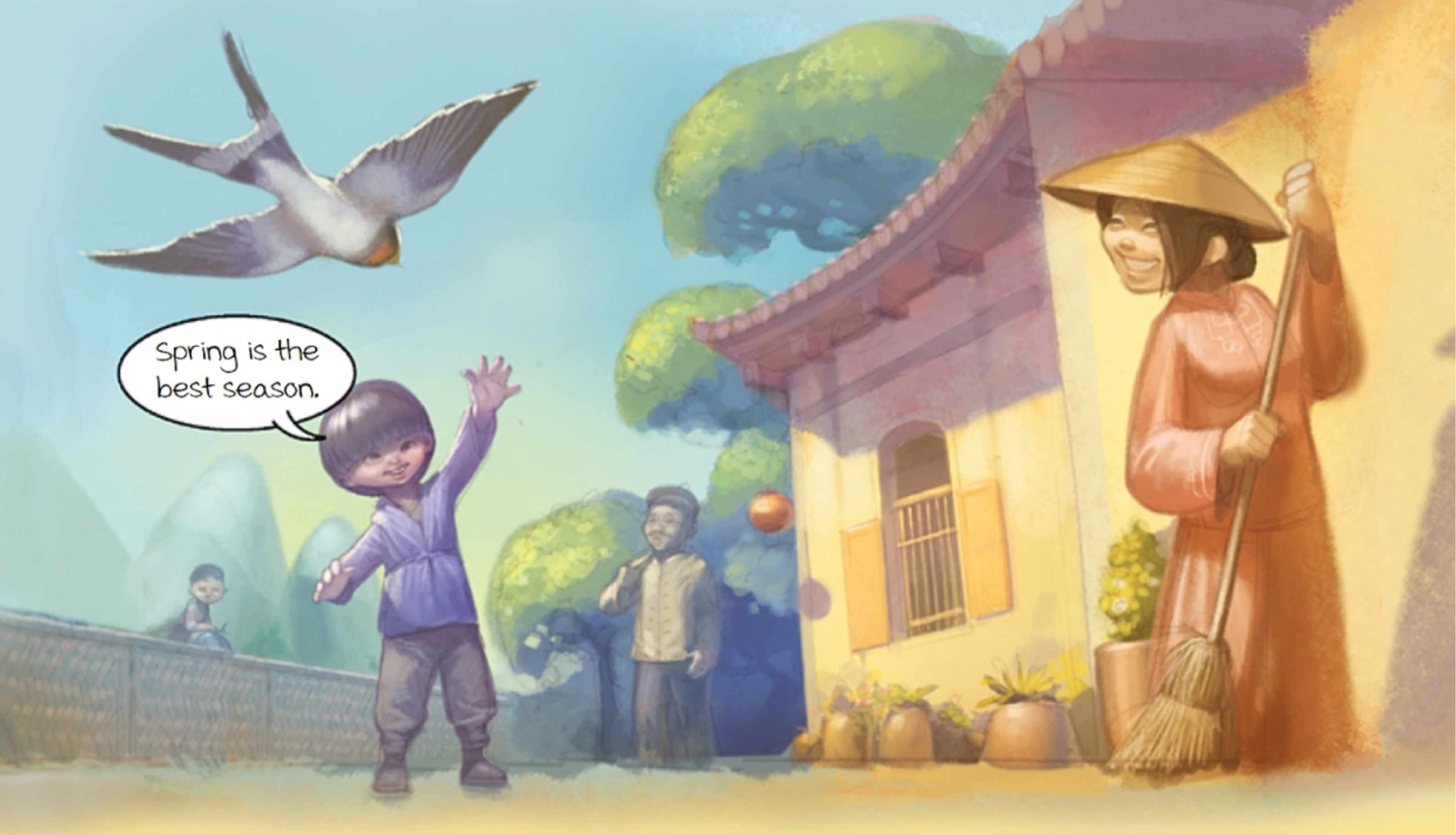
I wrote a poem for ...

Now read **A New Friend**

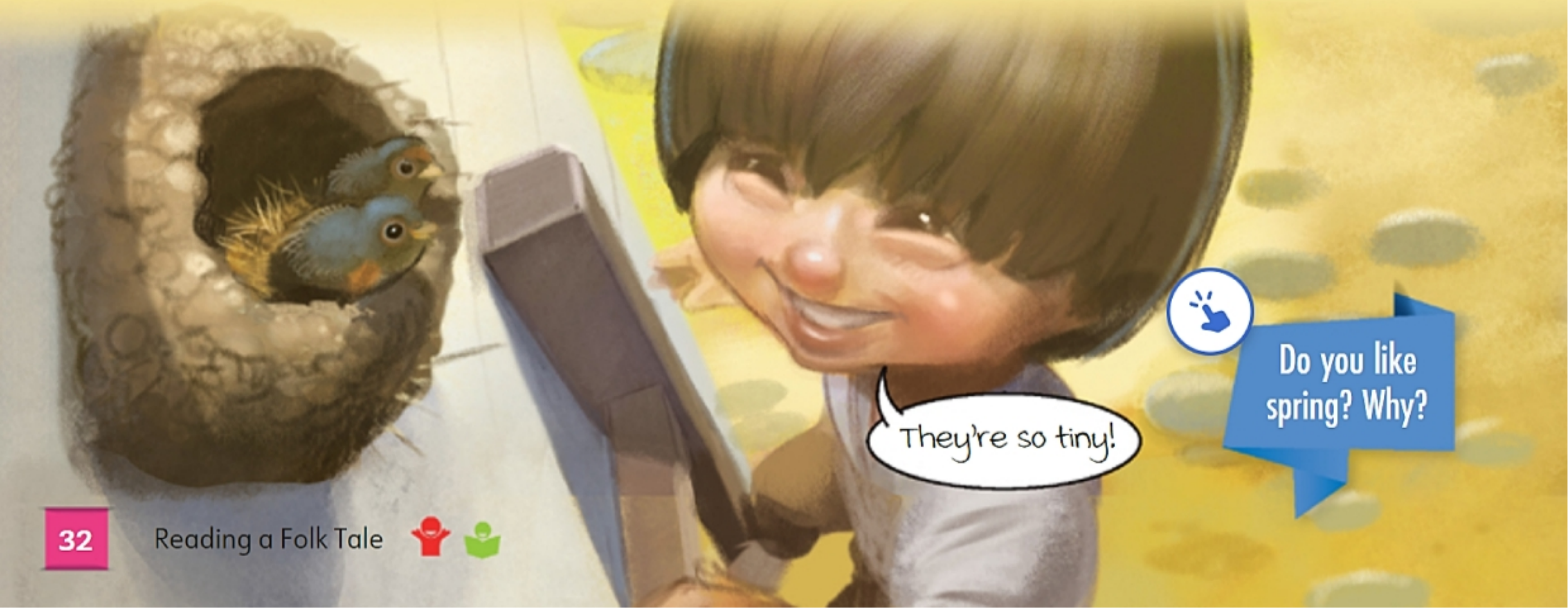
Fiction

A New Friend

Every spring, a swallow built its nest under Go Ne's roof. Go Ne loved all animals, but the swallows were his favorite.

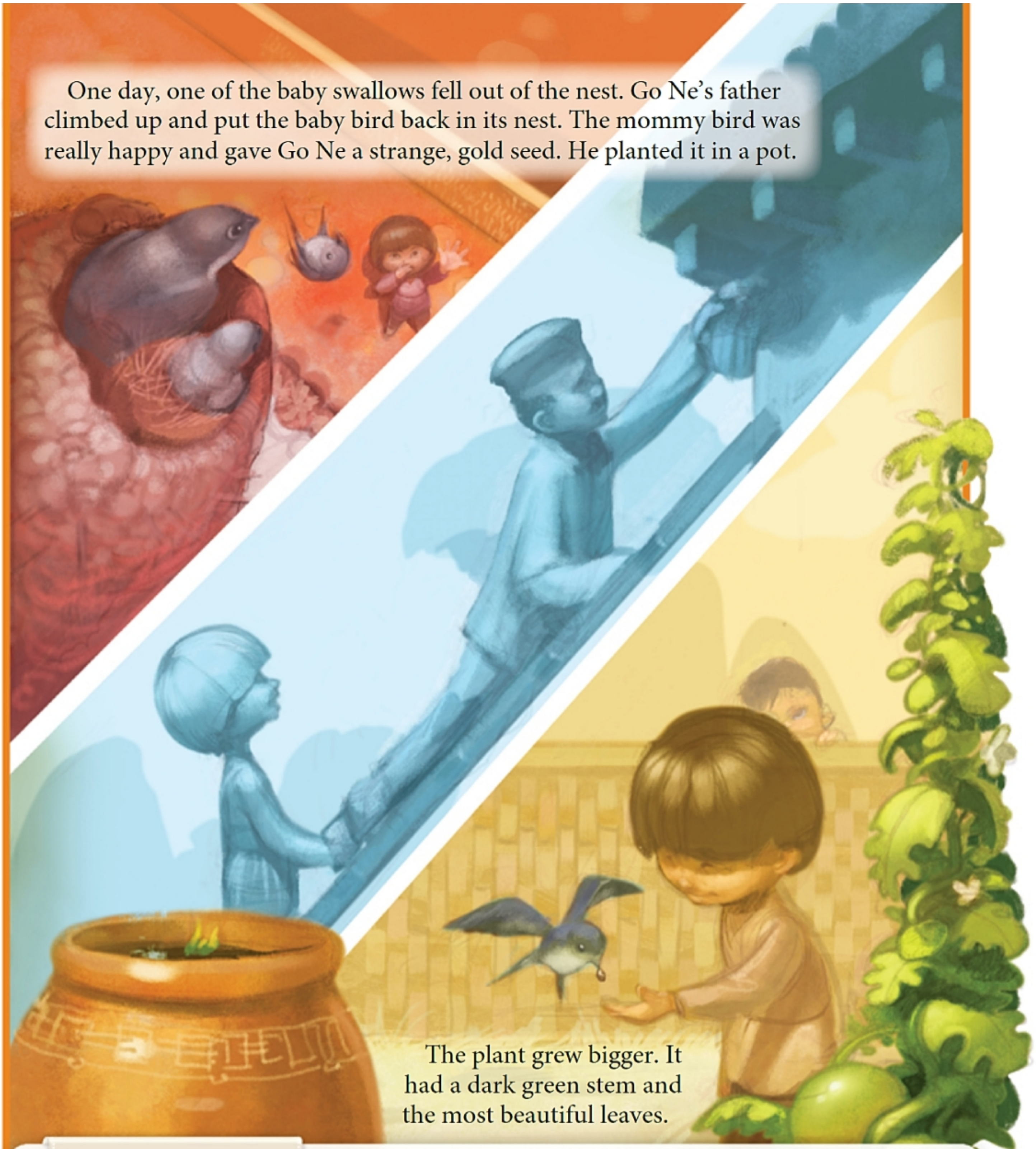

Spring is the best season.

This spring, there were two baby swallows inside the nest.


They're so tiny!

Do you like spring? Why?

One day, one of the baby swallows fell out of the nest. Go Ne's father climbed up and put the baby bird back in its nest. The mommy bird was really happy and gave Go Ne a strange, gold seed. He planted it in a pot.



The plant grew bigger. It had a dark green stem and the most beautiful leaves.

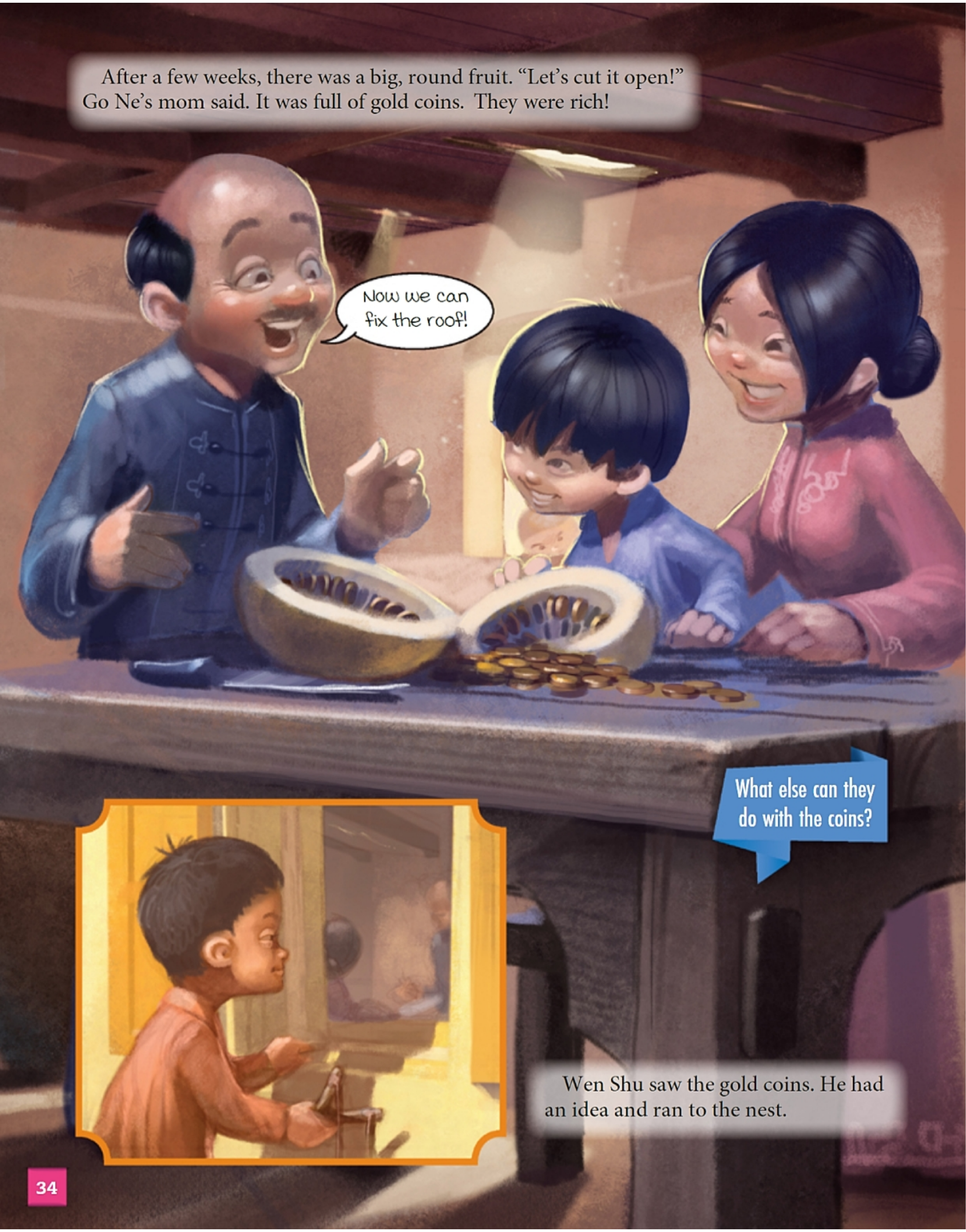
Words in Context

Find these words in the reading. What do you think they mean?

swallow roof hit slingshot paid

[redacted]

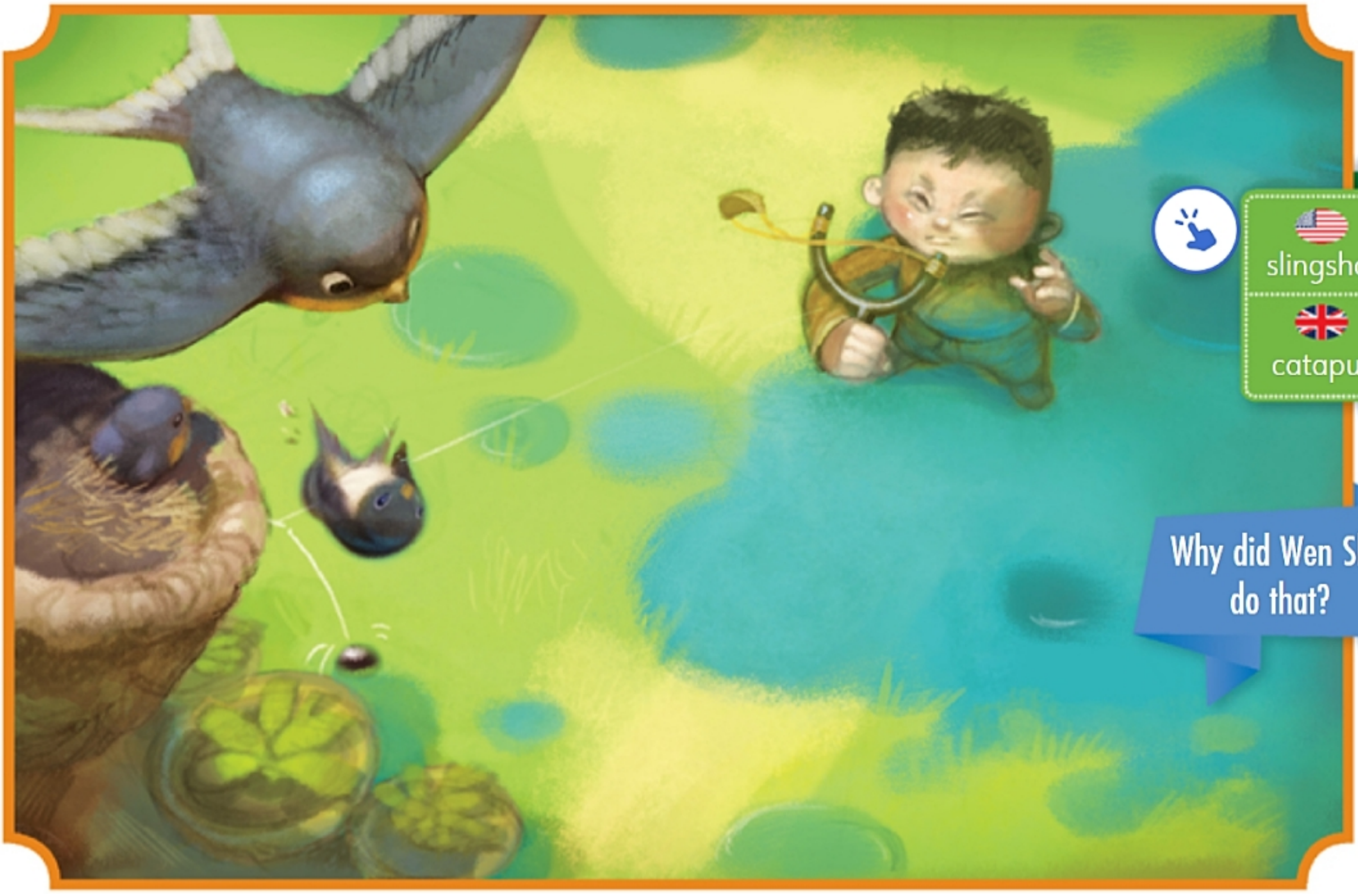
After a few weeks, there was a big, round fruit. "Let's cut it open!" Go Ne's mom said. It was full of gold coins. They were rich!


Now we can fix the roof!

What else can they do with the coins?

Wen Shu saw the gold coins. He had an idea and ran to the nest.

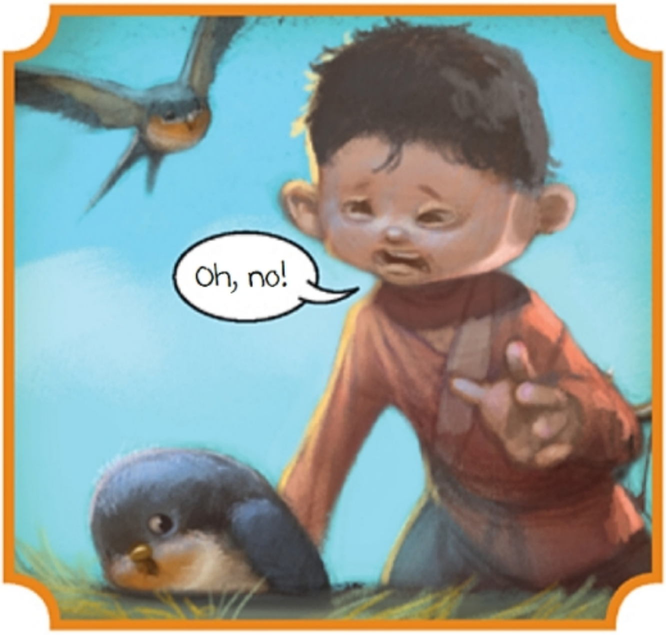
"I want a seed, too!" he shouted. He pulled his slingshot back and let go. A stone sailed through the air. It hit the swallows' nest. It scared the baby birds and one fell.

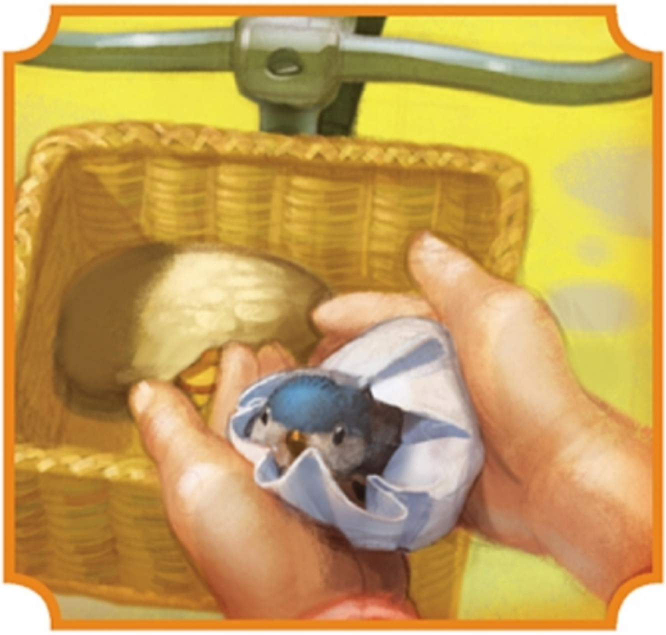


slingshot

catapult

Why did Wen Shu do that?

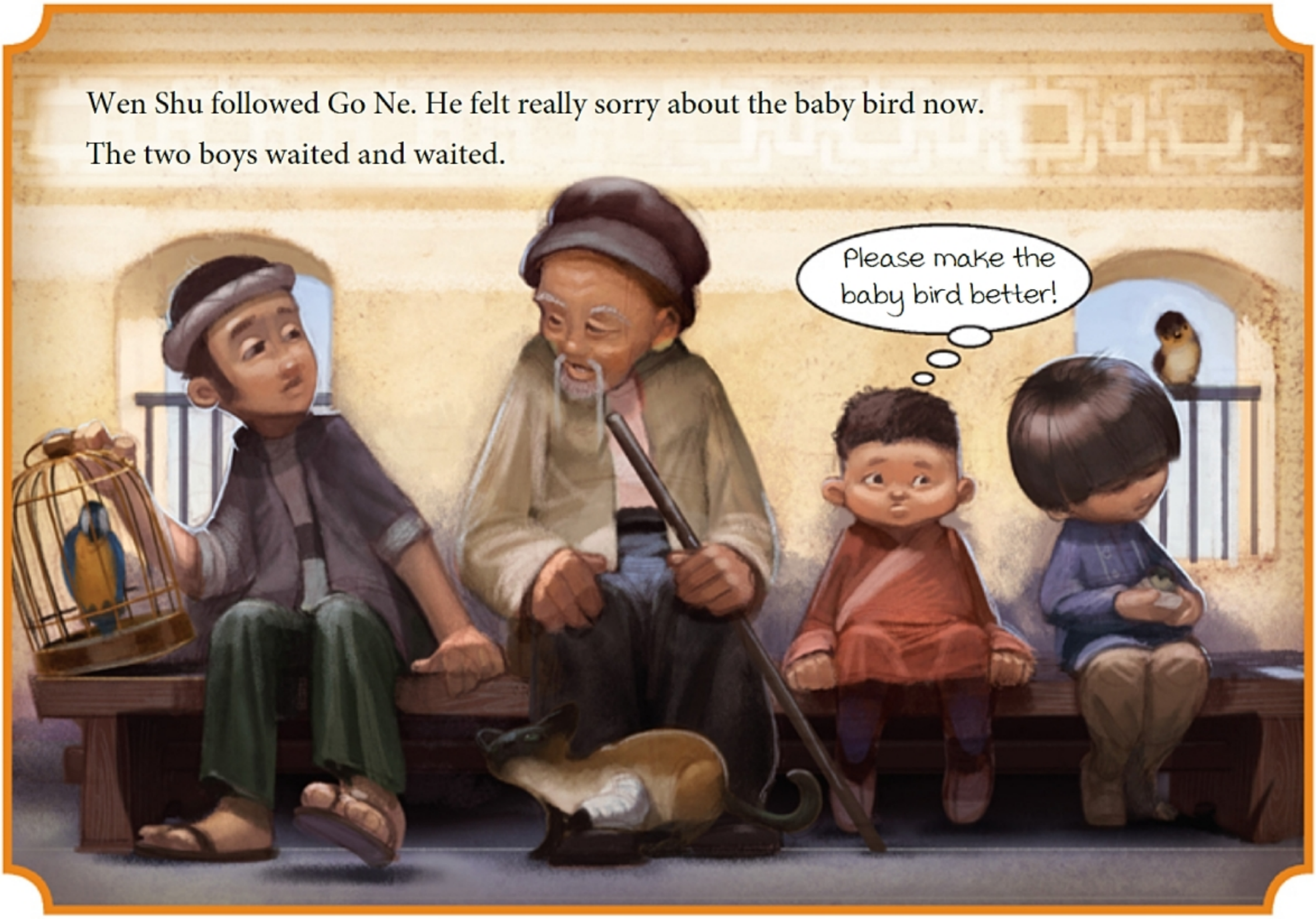




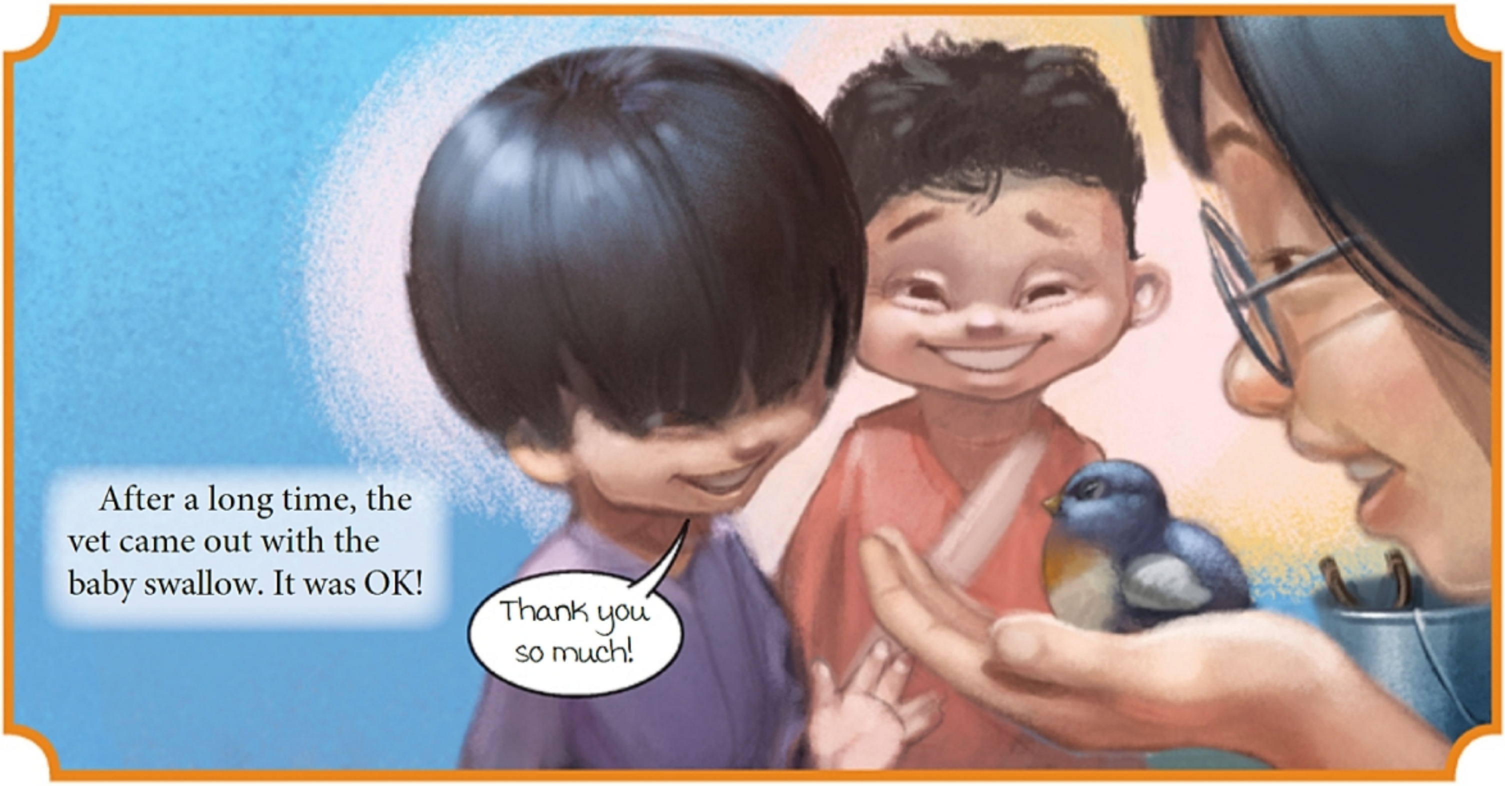
Wen Shu ran to the little bird to put it back in the nest, but it didn't move. Go Ne heard Wen Shu and ran to help. He put the bird in his bike's basket and rode away.

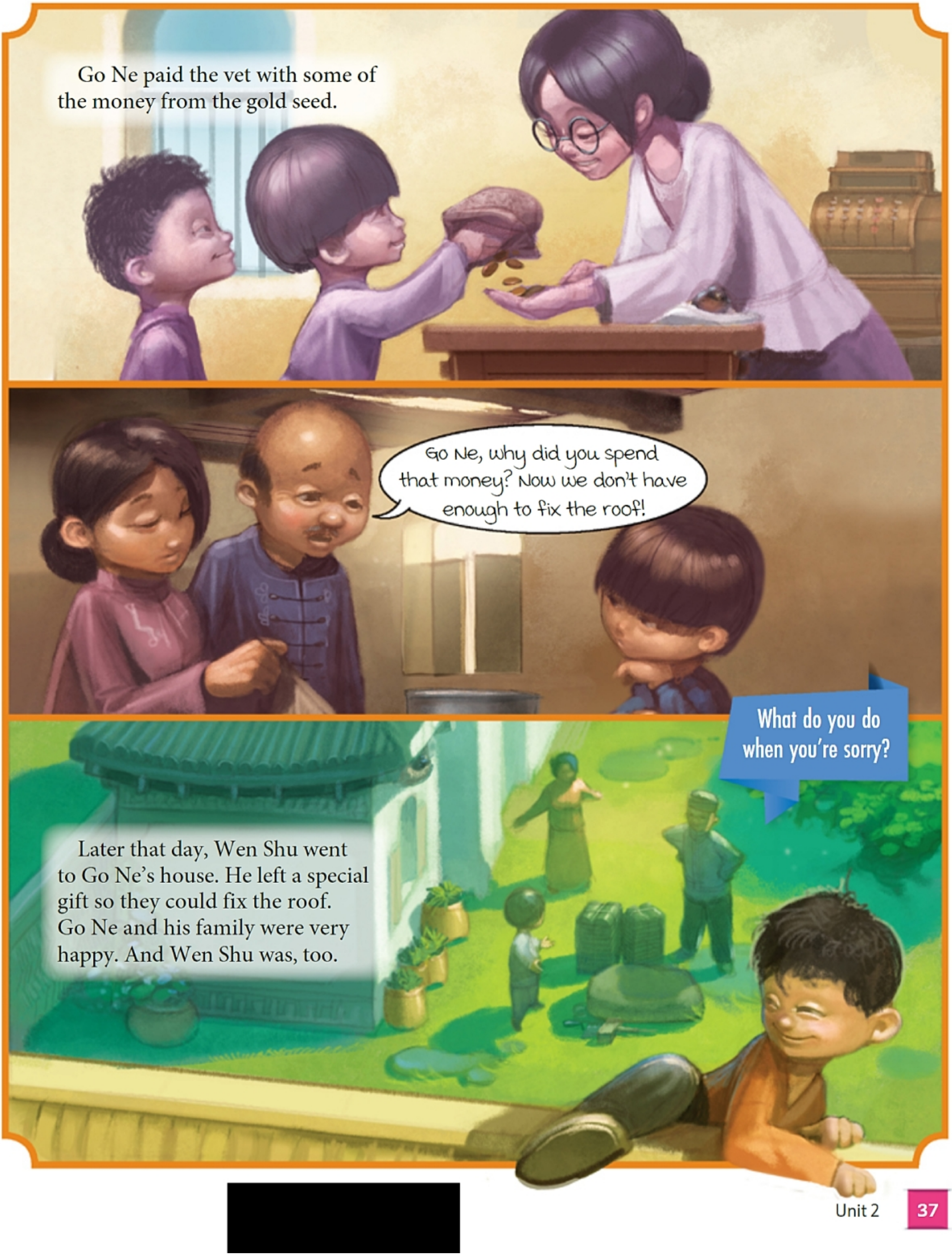
[redacted]

Wen Shu followed Go Ne. He felt really sorry about the baby bird now. The two boys waited and waited.


Please make the baby bird better!

After a long time, the vet came out with the baby swallow. It was OK!


Thank you so much!



Go Ne paid the vet with some of the money from the gold seed.

Go Ne, why did you spend that money? Now we don't have enough to fix the roof!

Later that day, Wen Shu went to Go Ne's house. He left a special gift so they could fix the roof. Go Ne and his family were very happy. And Wen Shu was, too.

What do you do when you're sorry?

[redacted]

Explore the Reading

A Read and answer.

1 What is Go Ne's favorite season?

Go Ne's favorite season is spring.

2 How did Go Ne's father put the baby swallow back in its nest?

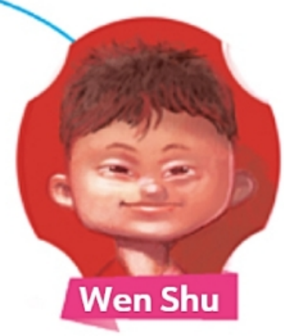
3 What did Go Ne do with the gold seed?

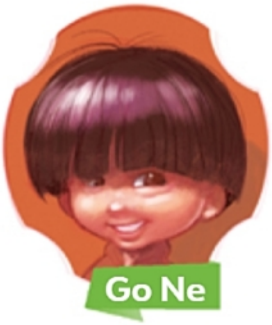
4 What did Wen Shu want?

5 How did Wen Shu feel about what happened to the bird?

B Look and read. Then match the sentences to the characters.

1 He left things in the yard.
2 His family needed to fix their roof.
3 He always helped the birds.
4 He hurt the baby bird.
5 He took the baby bird to the vet.
6 He was sorry for what he did.





C Think and check (✓). What else did you learn from the story?

1 Be nice to some people. ○
2 Be kind to animals and people. ○
3 Friends are not important. ○

Spelling Pattern *ai*

Listen and write. Then check your answers.

1 r______ 2 m______ 3 p______ 4 t______ 5 c______

Now find more words spelled with *ai* in the reading.

How are plants, animals, and humans connected?

A Think and write. What do trees and plants give to people and animals?

fruit to eat

B Imagine a world without trees or plants. What happens? Make a list together. Do a Roundtable.

C Think and discuss. What's on your list?

Without trees, birds can't ...

Without plants, people can't ...

My Reading Journal

Which places in this unit do you want to visit? What do you want to see?

I want to visit ________________________________.

I want to see ________________________________.

What is one thing you learned about plants or animals?

I learned ________________________________.

UNIT 3

How Much Is It?

Donating:
Save the Animals
Saving:
Gift for Mom

Get Ready to Read

Think, Pair, Share

A Look at the picture. What labels do you want on your jars? Think about it.

B Discuss with your partner.

Do you want a label for college?

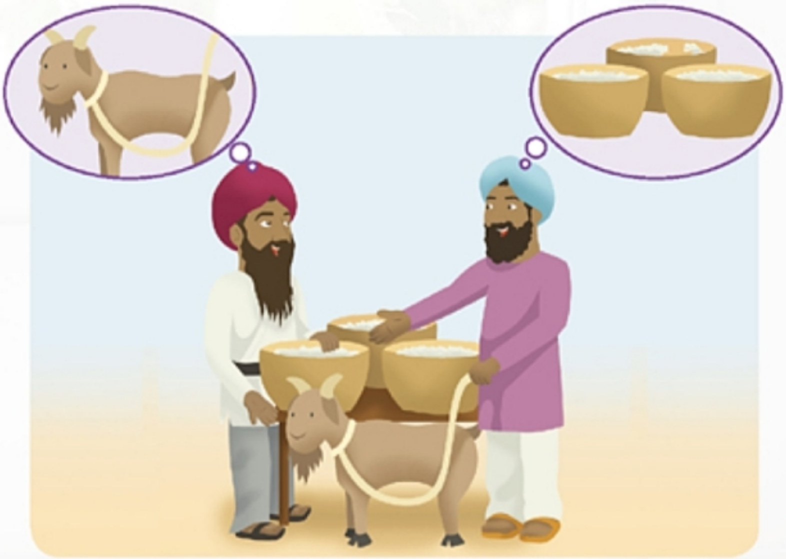
Of course I do!

C Share your ideas with the class.

We both want labels for college.

D Where do people use money? Make a class list of places.

E Think and discuss. What's wrong? How can they fix it?



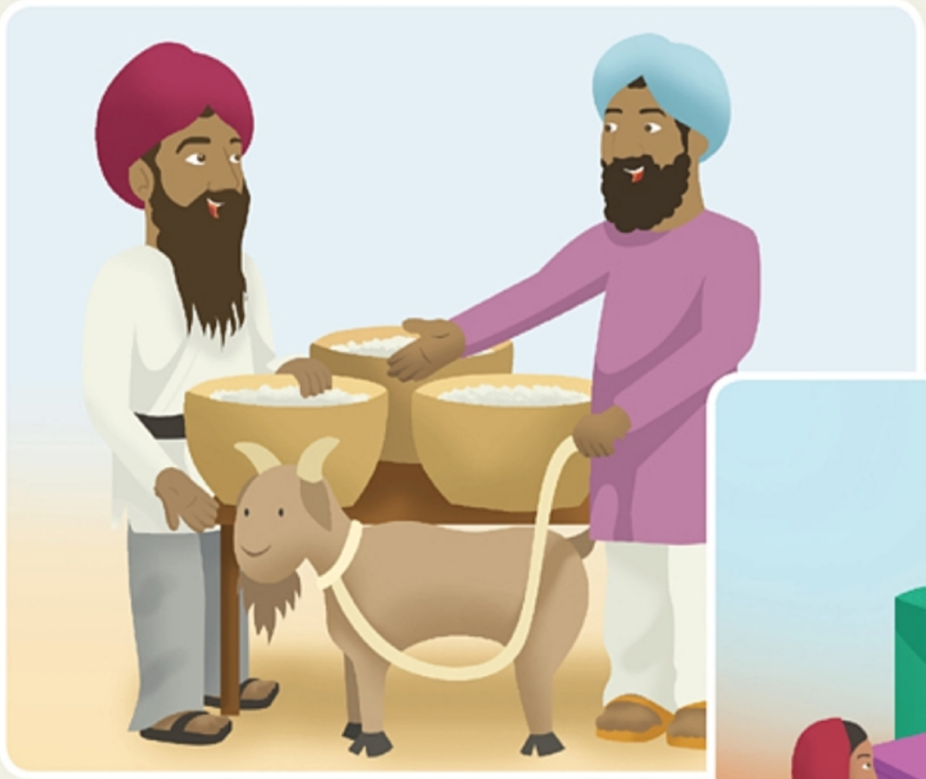
One farmer needs a goat. The other farmer needs some grain.

Now read **The History of Money**

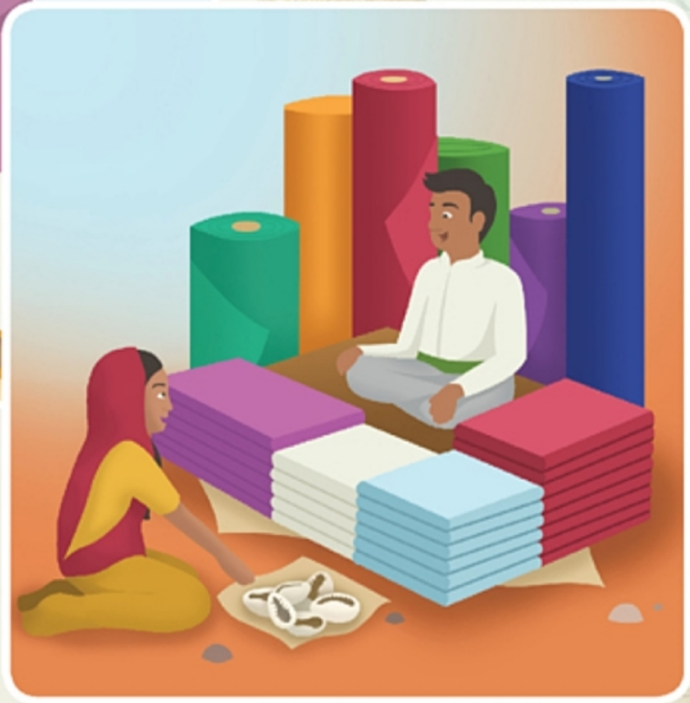
Nonfiction

THE HISTORY OF MONEY

Thousands of years ago, people didn't use money. Instead, people bartered for things they wanted. Around **6000** BCE, if someone wanted to buy a new goat, he paid for it with grain. But it took time to agree how much things were worth.

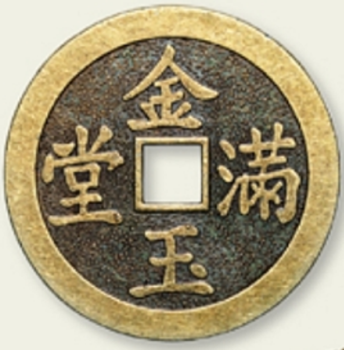


Then, in **1200** BCE, people started using cowrie shells as money. The shells were easier to carry than goats or bags of grain.



BCE stands for Before Common Era. BCE dates count backwards, so something from 6000 BCE is older than something from 1200 BCE. Can you guess what CE stands for?

After that, around **1000** BCE, the Chinese started using metal money. At first, they used small metal knives and spades. But this money was difficult to carry and to use. Later, probably between **400** and **300** BCE, people started to use round metal money with holes in the middle.



Why do you think they put holes in the coins?

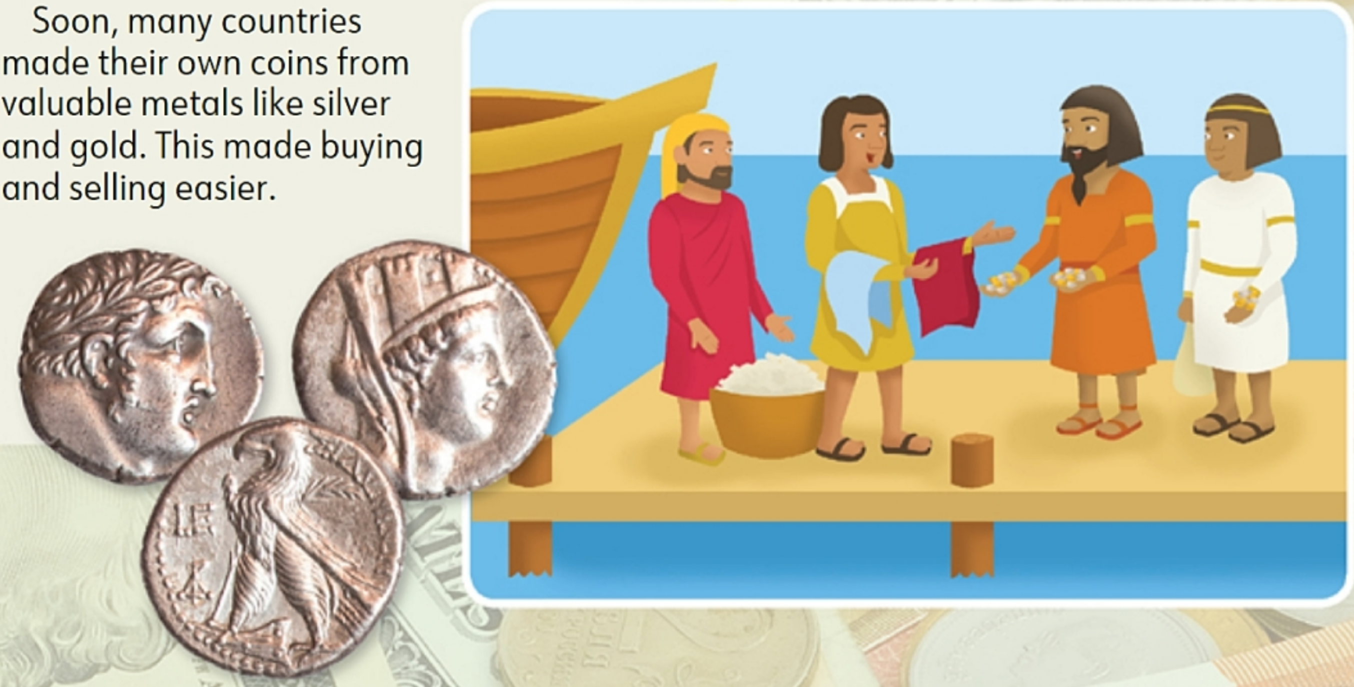
However, around **600** BCE, one of the kings of Lydia, which is part of modern-day Turkey, made the first true coins. These coins had pictures of plants and animals on them. Everyone knew how much each coin was worth.

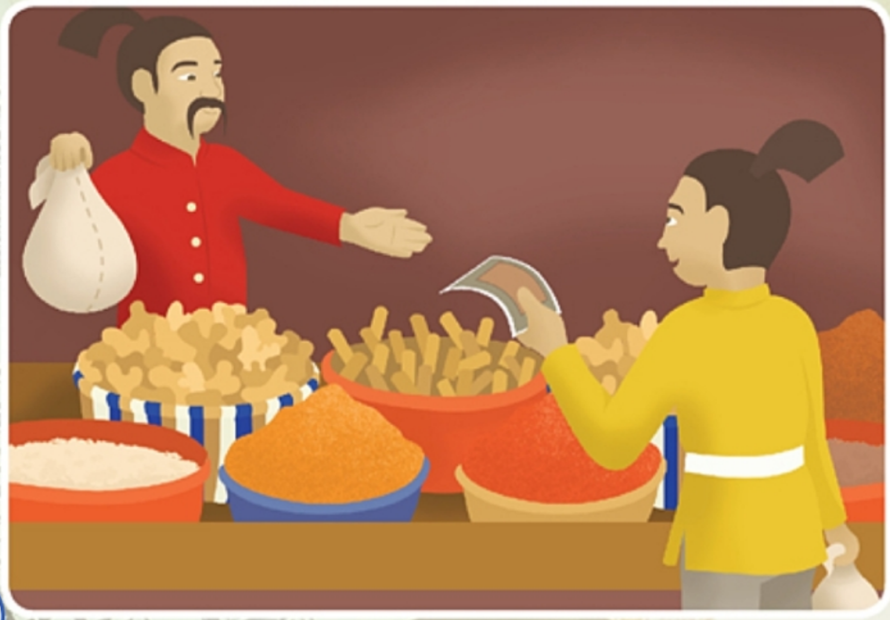
Words in Context

Find these words in the reading. What do you think they mean?

bartered **metal** **valuable** **credit card** **plastic**

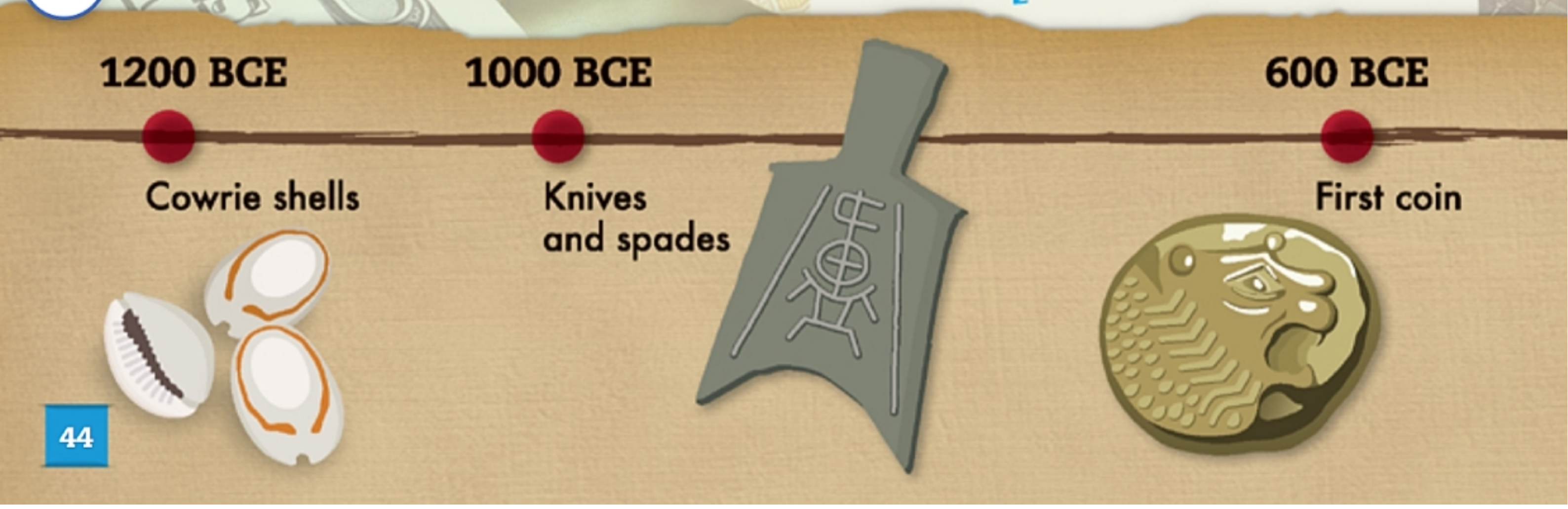
Soon, many countries made their own coins from valuable metals like silver and gold. This made buying and selling easier.





The first paper money came from China between 800 and 900 CE. It was easier to carry than metal coins. European countries didn't start to use paper money widely until around 1600 CE.

A **timeline** is an infographic that shows information in time order.


1200 BCE
Cowrie shells
1000 BCE
Knives and spades
600 BCE
First coin

After that, money didn't change for many centuries. Then, in 1958, there was the first credit card. People didn't have to use paper money or coins. Instead, they could use a small plastic card.

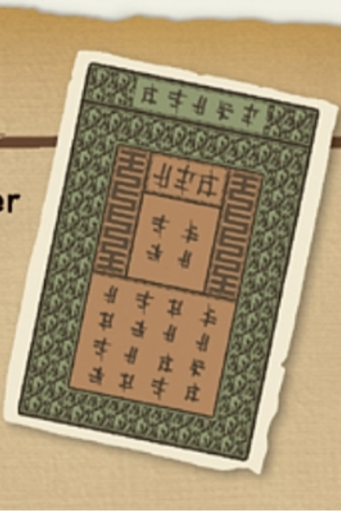
Do you wish we used different money today?

Today, in the 21st century, many people use electronic money. Because it's very easy to move around, people often use it to buy things on the internet.

What type of money do you think is going to be next?

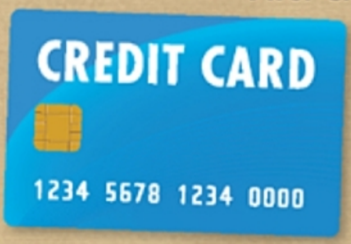
800–900 CE

First paper money



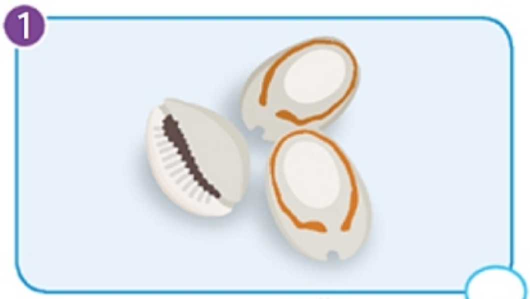
1958 CE

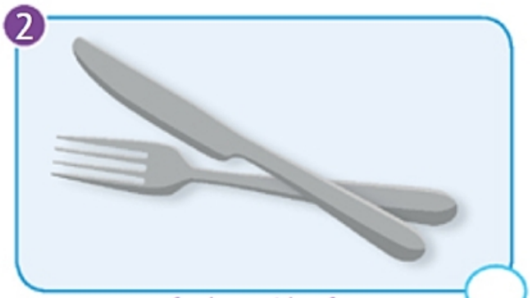
First credit card

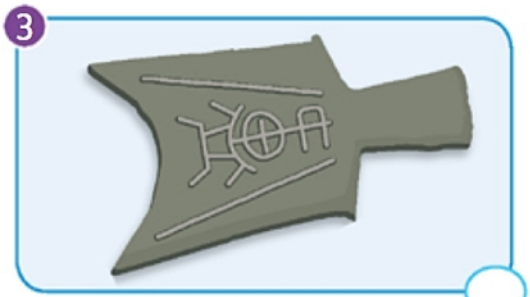


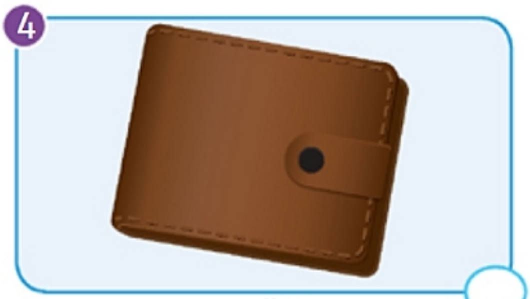
Explore the Reading

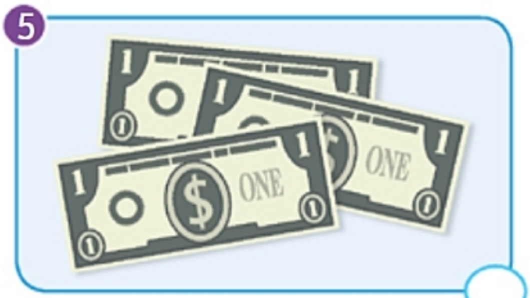
A Think and check (✓). Which of these is or was money?

1

cowrie shells ○

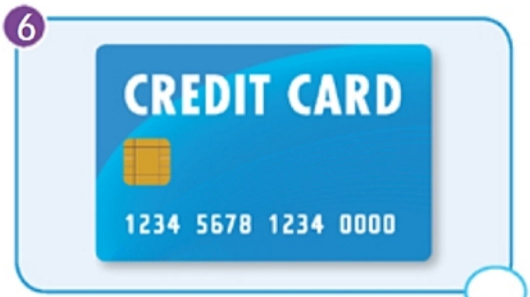
2

fork and knife ○

3

ancient Chinese knife ○

4

wallet ○

5


paper money ○

6


credit card ○

B Compare and contrast the types of money. Complete the chart.

Type of Money	When It Was Used	What It Was Made From
	1200 BCE	
Knives and spades		
	800–900 CE	
		plastic

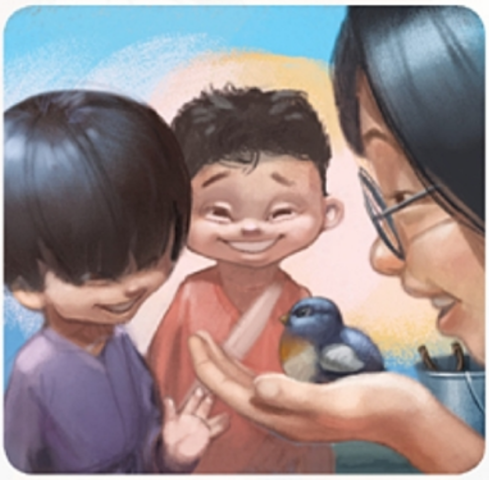
C Think and discuss. Design the next type of money.

I think the next type of money will be ...

A Read this retelling of *A New Friend*. Then write the problem and the solution.

One day, Go Ne and his father helped a baby bird. To say thank you, the mommy bird gave them a special seed. Wen Shu wanted one, too. But he used his slingshot. It was a mistake.

The baby bird was hurt! Go Ne and Wen Shu took it to the vet. They asked for help. The boys waited together. After a long time, the vet came out. The baby bird was OK, and Wen Shu learned about being a friend.



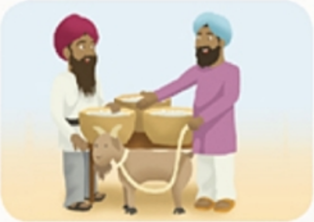
1 Problem: ______________________

2 Solution: ______________________

A **problem** is something difficult that happens in stories and in our lives. We can fix problems. A **solution** is a way to fix the problem. We can find many solutions.

B Think and write. Look at these pictures of early money. What were the problems with them? What solutions did people use?

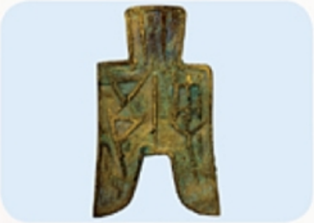
1



Problem: ______________________

Solution: ______________________

2



Problem: ______________________

Solution: ______________________

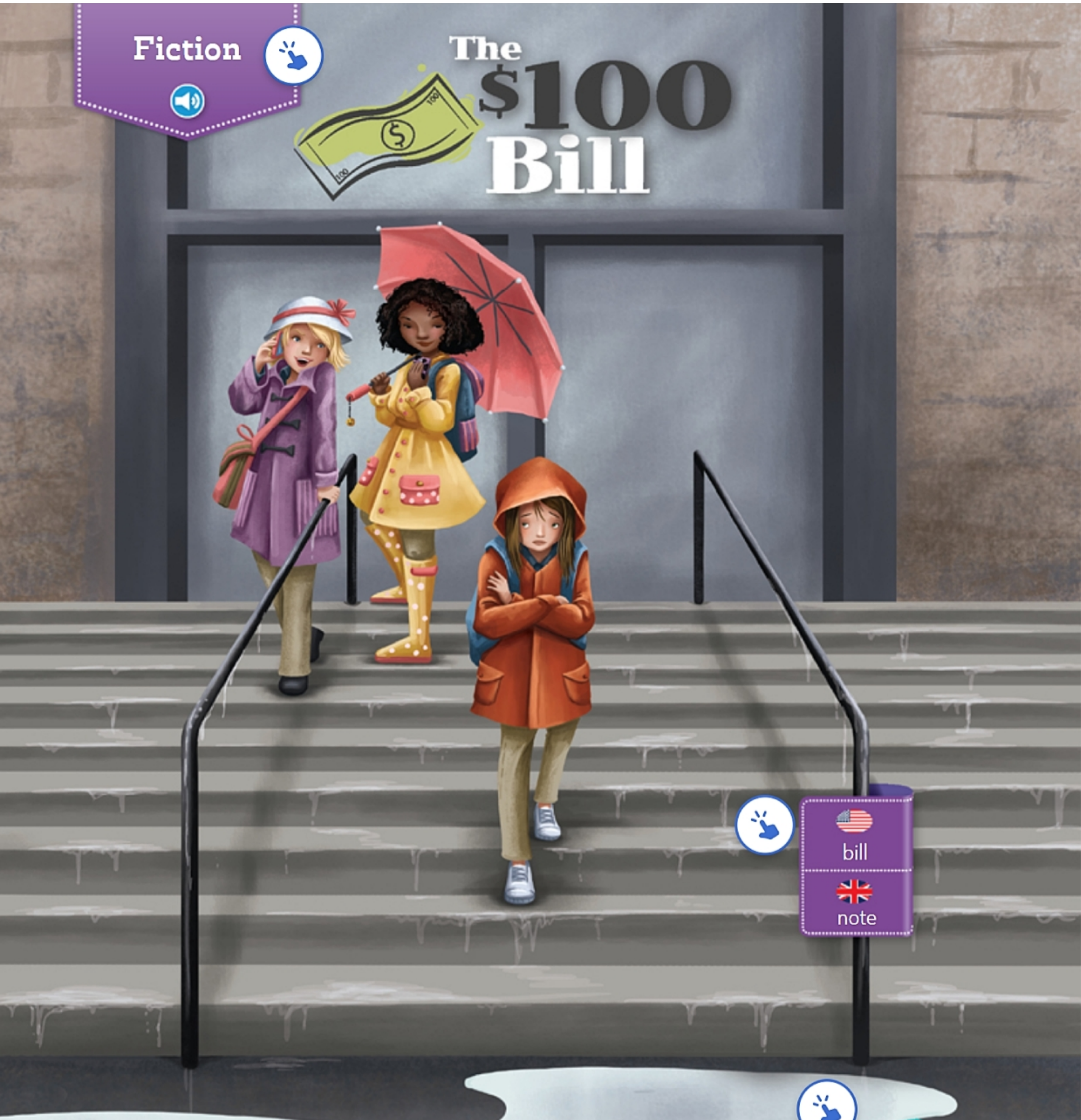
C Think and discuss. Think of a problem you had. What did you do? How did you fix it?

One time, I ...

Now read **The $100 Bill**

Fiction

The $100 Bill



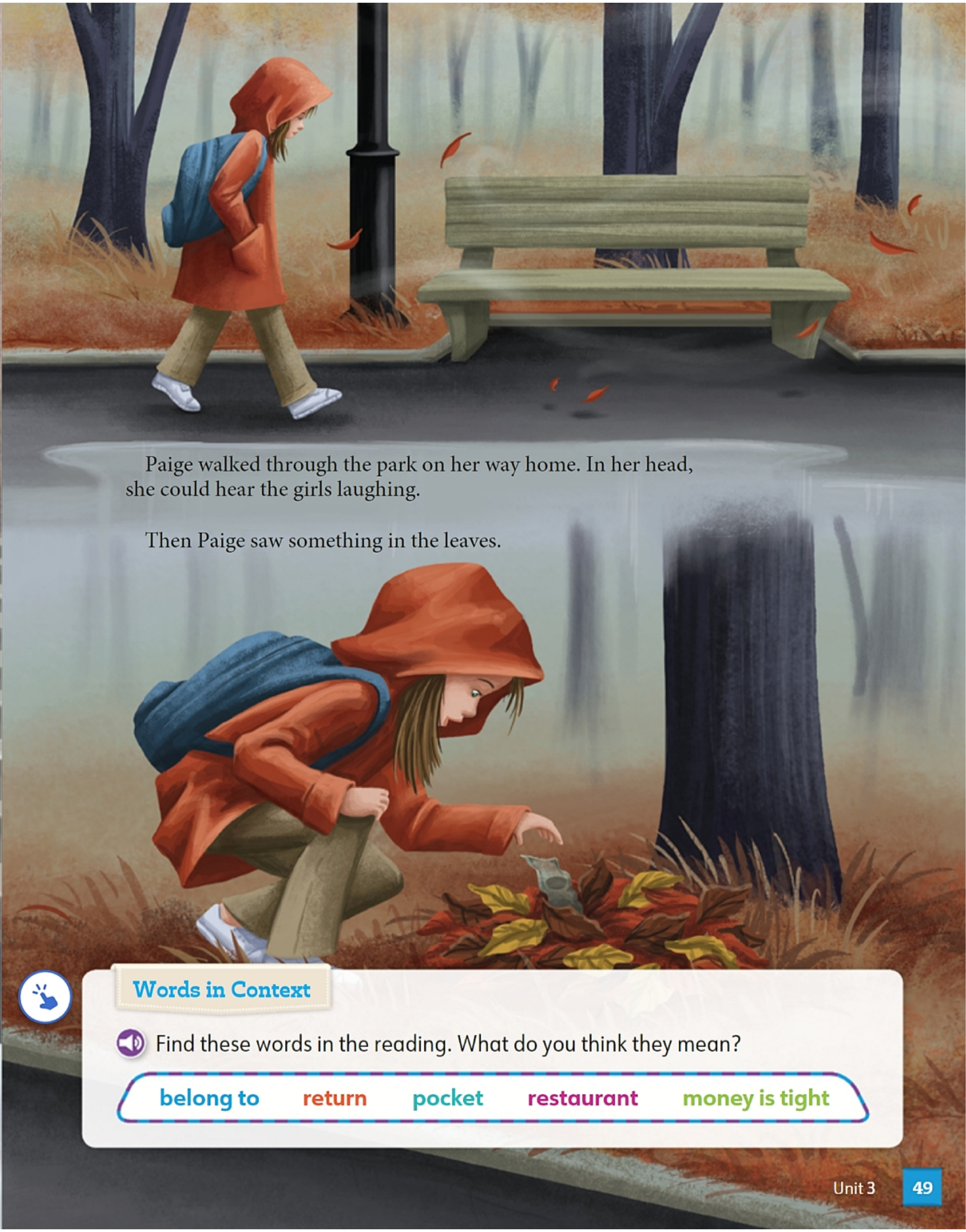
bill
note

“Hey, Paige, what’s your phone number?” asked Nina after school. Paige shook her head.

“You know I don’t have a cell phone.”

“Oh, Paige! You really should get one!” Jodie laughed hard. Nina laughed too.

How do you think Paige feels?



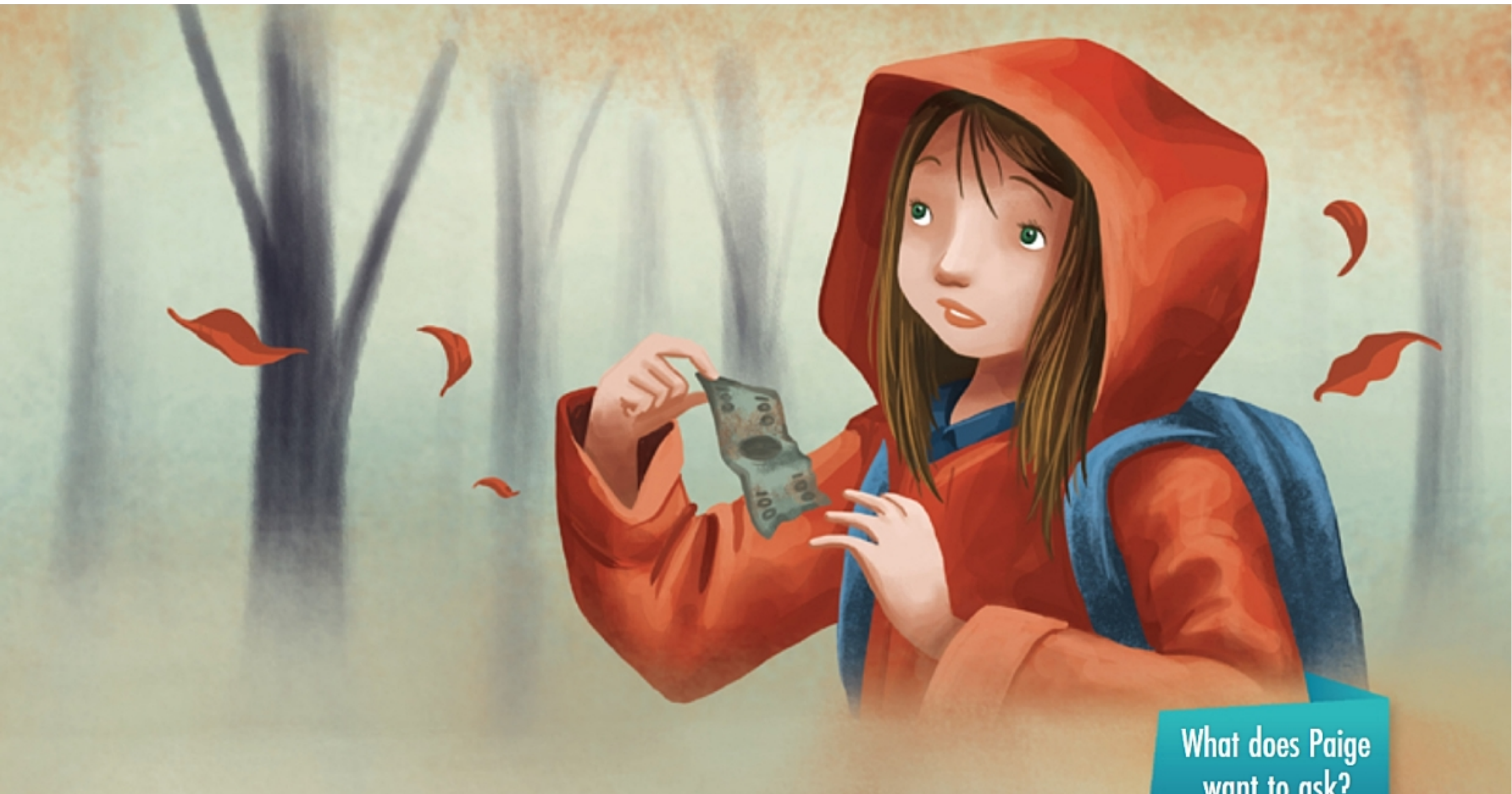
Paige walked through the park on her way home. In her head, she could hear the girls laughing.

Then Paige saw something in the leaves.

Words in Context

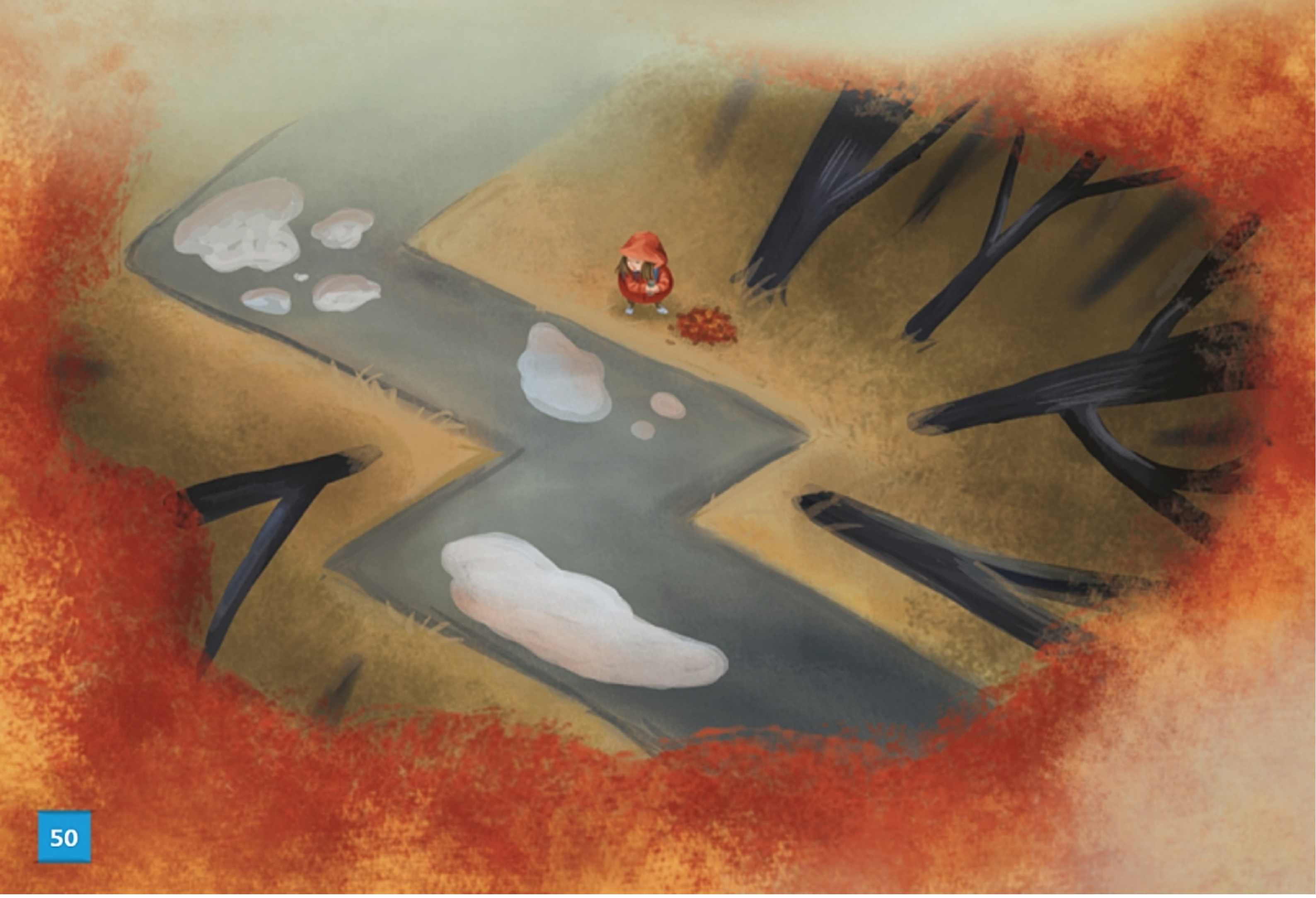
Find these words in the reading. What do you think they mean?

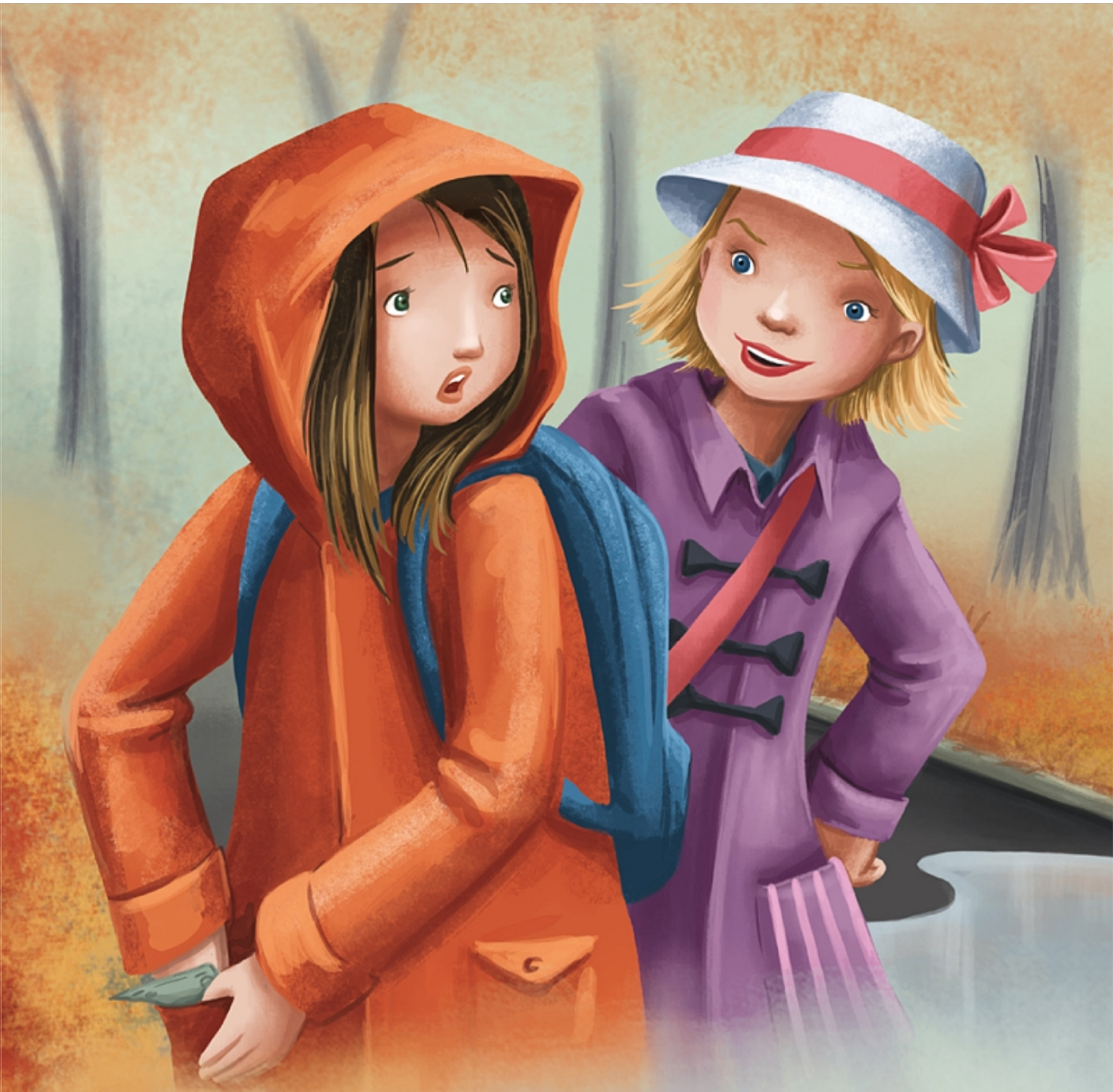
- belong to
- return
- pocket
- restaurant
- money is tight



She picked it up. A hundred dollars! The bill was wet and dirty. Who did it belong to? There was no one to ask and no way to return it.

What does Paige want to ask?





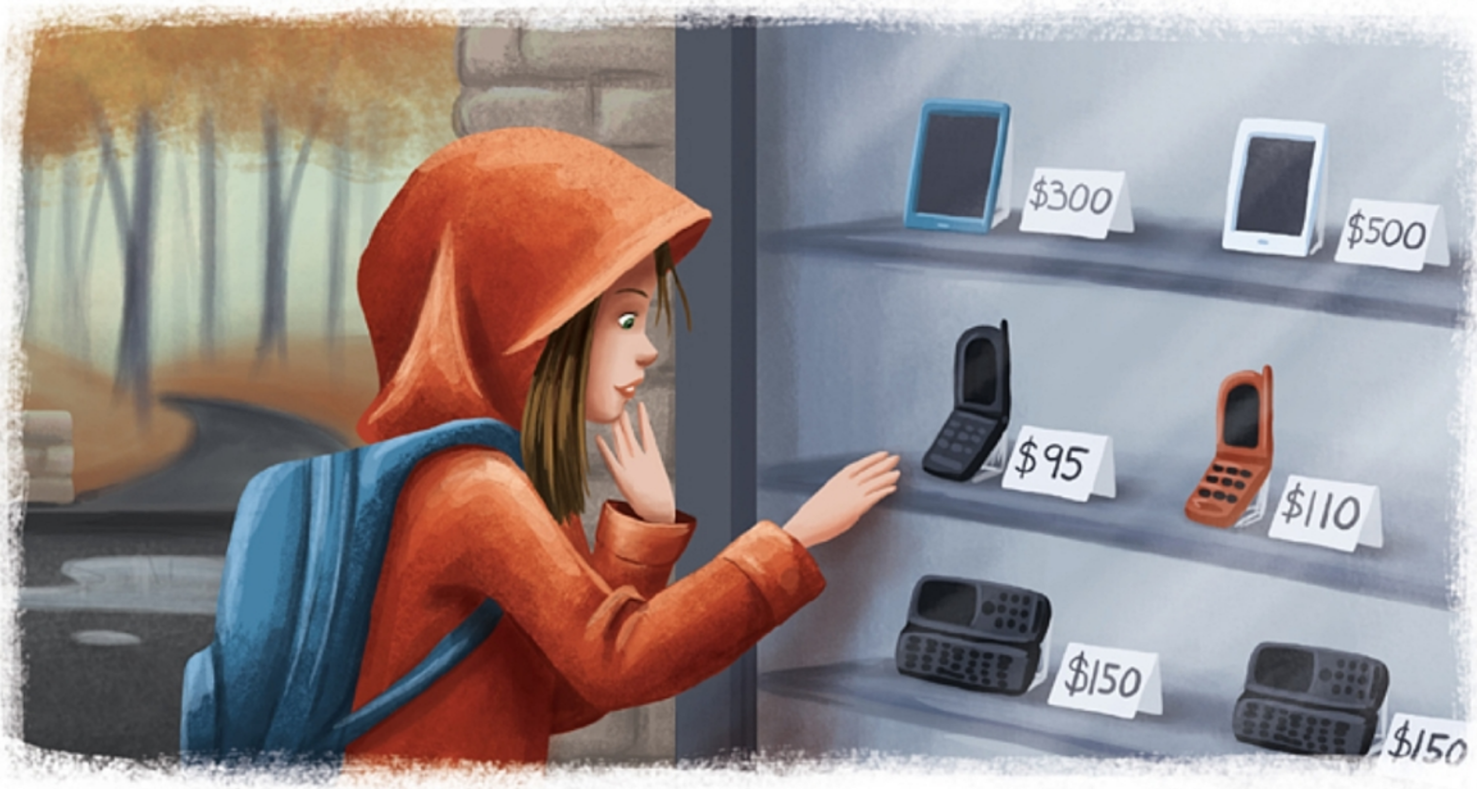
Paige didn't know what to do. Was it wrong to keep it? Suddenly, Jodie was next to her.

"What are you doing?" Jodie asked.

"Nothing," said Paige. She quickly put the money in her pocket.

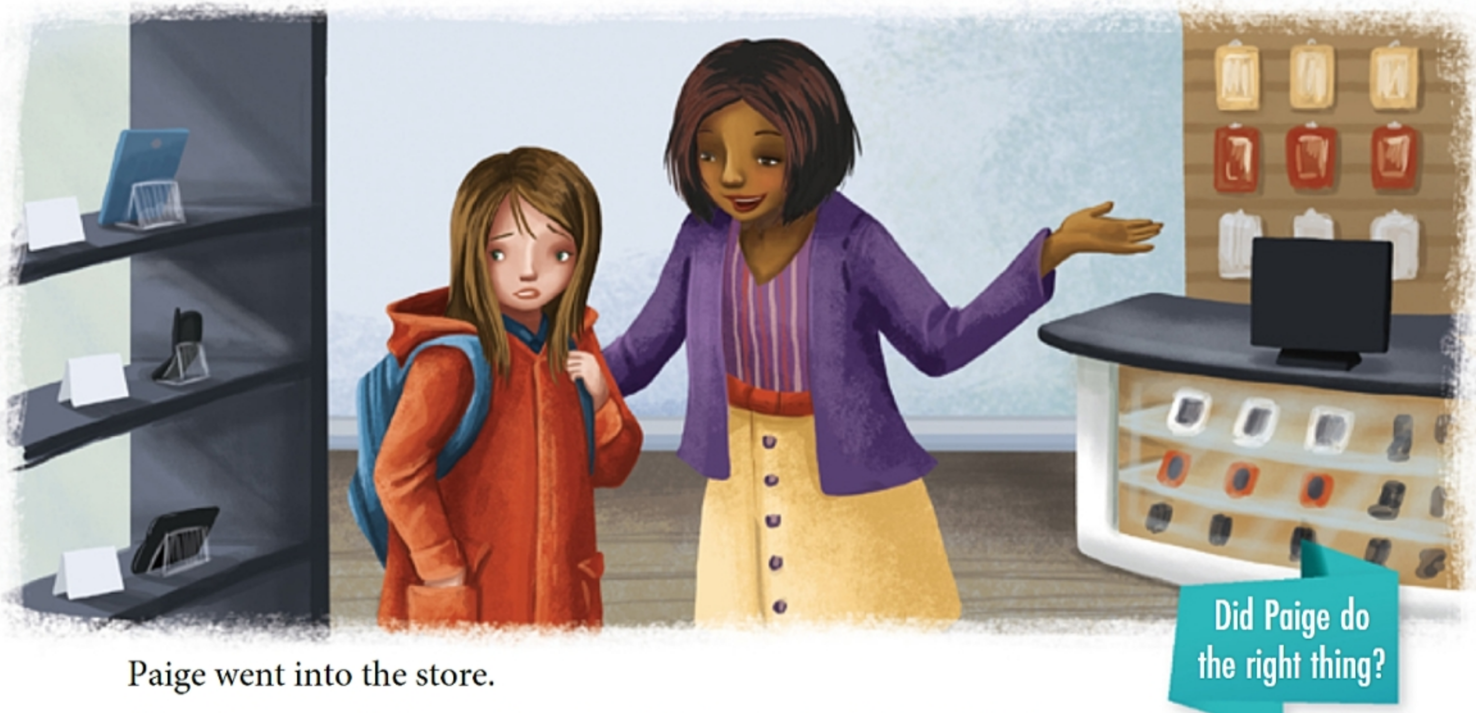
"See you tomorrow, Paige!" said Jodie.

How do you think Paige feels about Jodie?



On the other side of the park, there was a cell phone store. Paige looked in the window. There was a beautiful black phone.

Paige touched the bill in her pocket. She could buy a cell phone now. *$95* ... she thought. *That's expensive, but ... no more laughing from Jodie and Nina!*

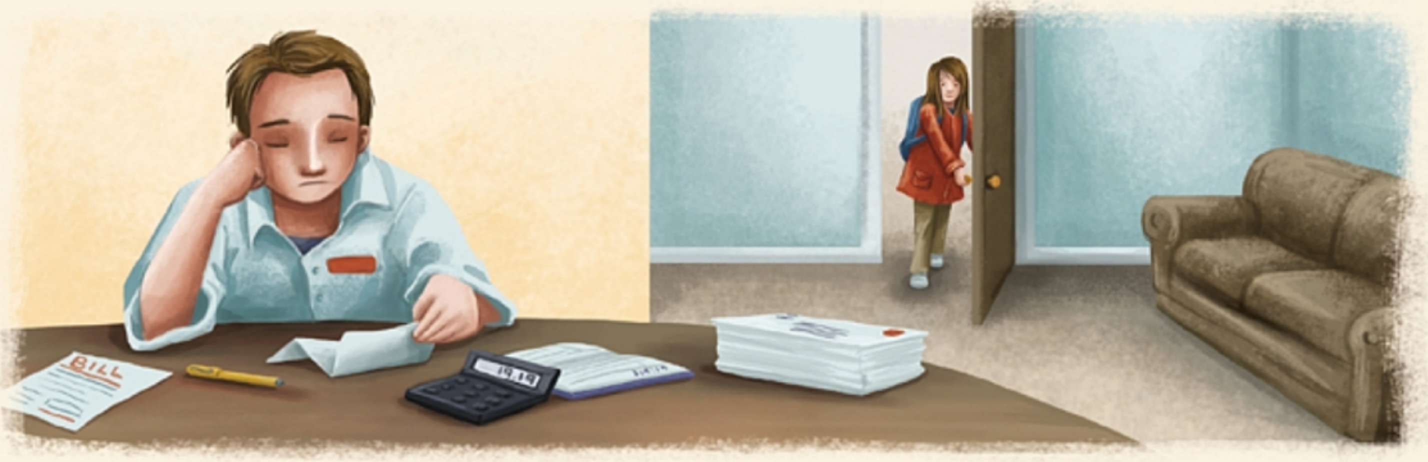


Did Paige do the right thing?

Paige went into the store.

"Can I help you?" the cashier asked. Paige touched the bill in her pocket again.

"Um, no, thank you," Paige answered. *I should save the money*, she thought.

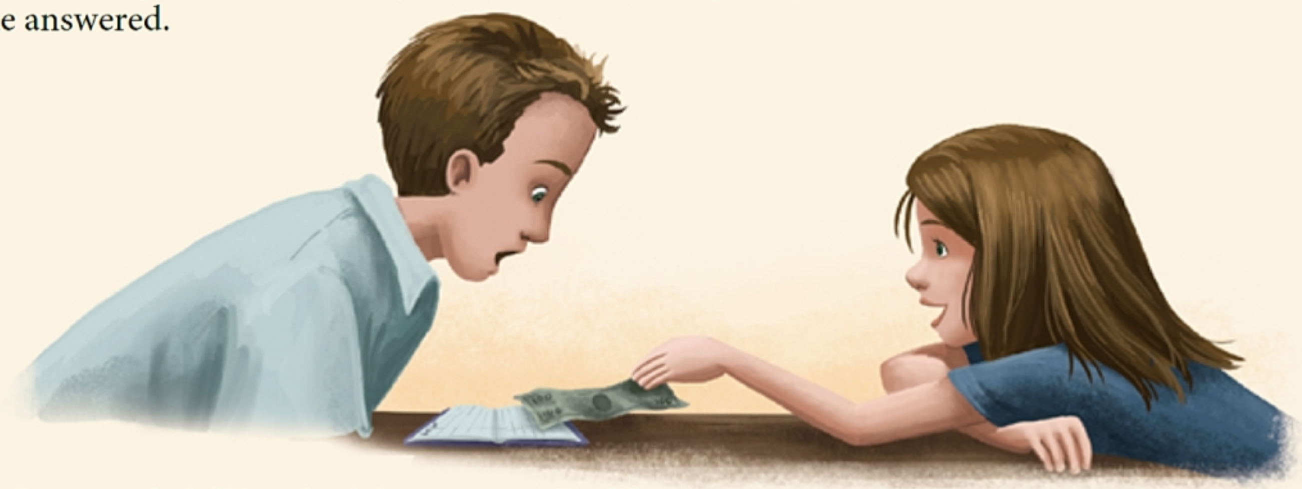


Paige's dad sat in the kitchen. He looked really tired.

"Hi, honey," he said, and gave her a hug.

"Dad? I have an idea," said Paige. "Let's go out to a restaurant."

"Oh, Paige, I'd like to, but you know money is tight right now," he answered.



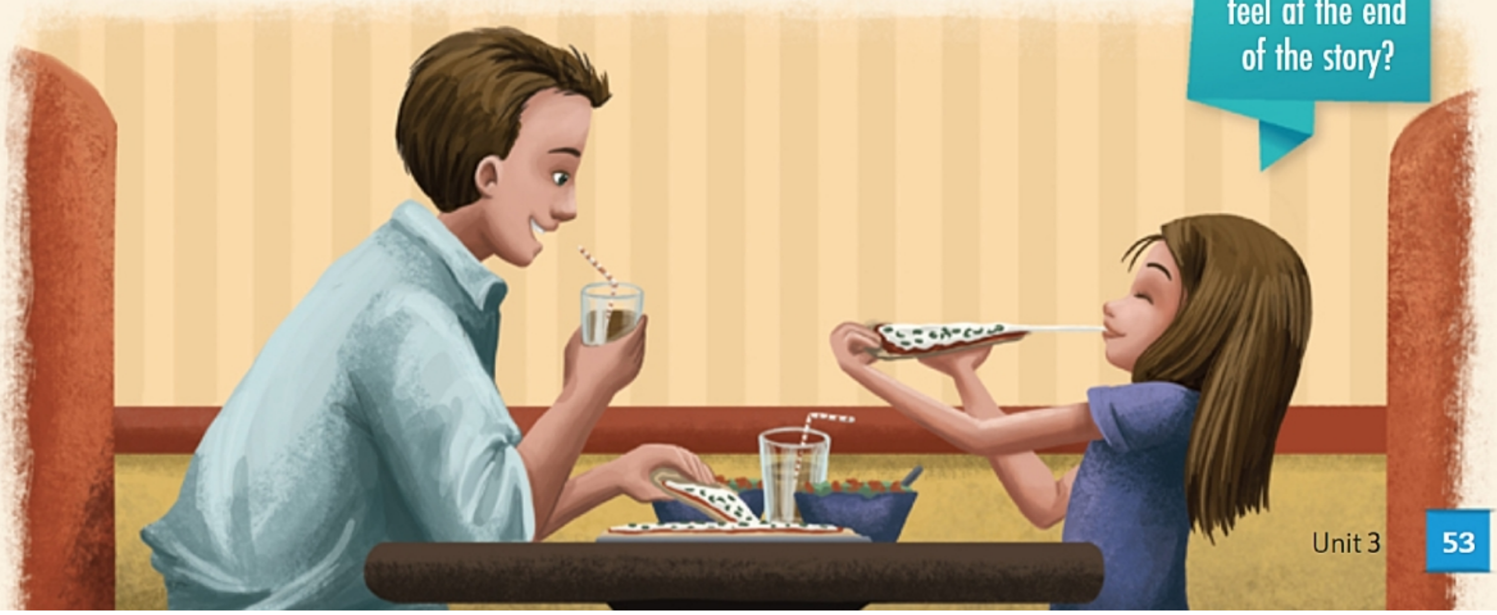
Paige smiled. "You don't have to pay, Dad!"

"Where did you find that?" he asked.

Paige told him about finding the money in the park.

"There's no way to give it back," her dad said. "OK. Let's go. I'm hungry!"

How does Paige feel at the end of the story?



Explore the Reading

A Write *True* or *False*. Say the page where you found the answer.

1 Jodie and Nina laughed at Paige because she didn't have a cell phone. ____

2 Paige found $10 in the park. ____

3 Paige put the bill in her pocket. ____

4 Paige bought a cell phone. ____

5 Paige and her dad wanted to have dinner together. ____

6 Paige and her dad ate pizza at the restaurant. ____

B Read and complete the story map.

Title: ____

Settings: ____

Main character: ____

Problem 1: ____

Solution: ____

Problem 2: ____

Solution: ____

C Think and discuss. Do you think Paige did the right thing by picking up the money? What would you do?

I think Paige ...

I would ...

Spelling Pattern *ar*

Listen and write. Then check your answers.

1 b____ 2 c____ 3 w____ 4 l____ 5 g____

Now find more words with *ar* in the reading.

Why do we need money?

A Look at the two readings. What are some of the different ways to use money? Think and discuss.

You can buy ...

You can go ...

B Think and discuss. Imagine you have these problems. What could you do? Do a Three-step Interview and complete the table.

Problem	Solution
You find $50.	
Your friend gives you a book as a present, but you already have the same book.	
Your mom gives you some money for video games and tells you to share it with your sister.	
You want a new toy, but you don't have enough money.	

C Think and share. Choose one problem from **B**. What should you do?

I should ...

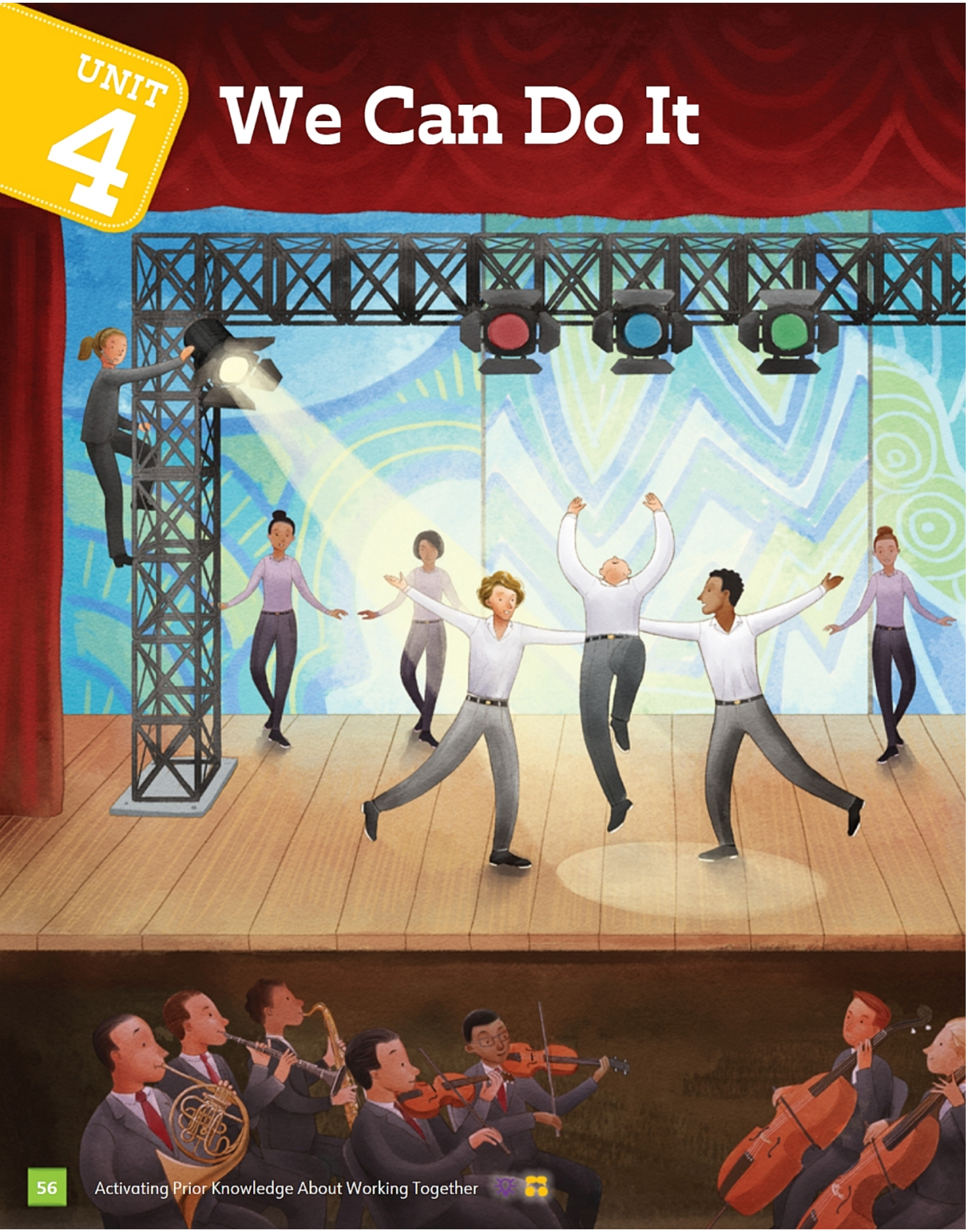
My Reading Journal

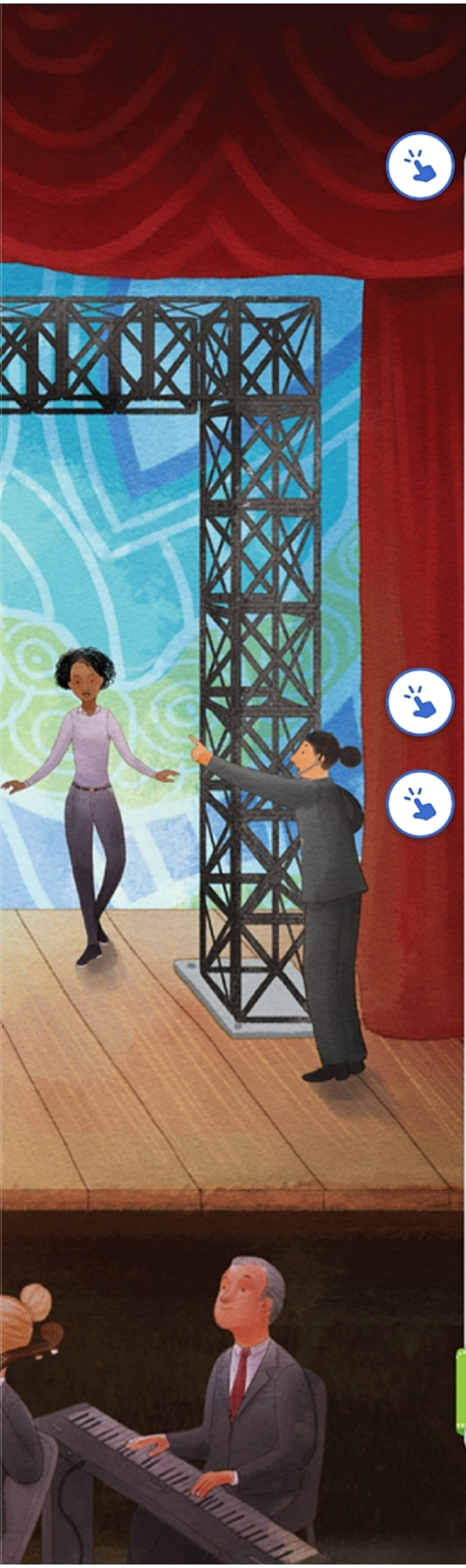
The author wants new covers for the readings in this unit. Draw them.

Do you know any other stories where money is a problem?

UNIT 4

We Can Do It





Think, Pair, Share

A Look at the picture. How are they working together? Think about it.

B Discuss with your partner.

The dancers are moving with the music.

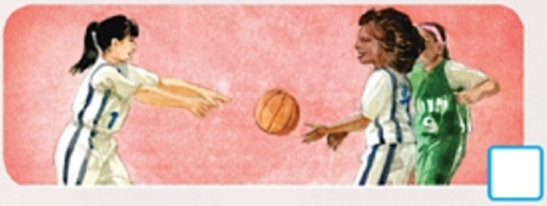
The musicians are playing it.

C Share your ideas with the class.

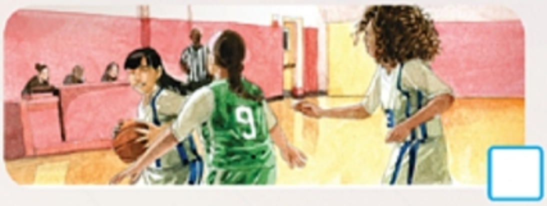
We think everyone is listening to one another.

D Think and discuss. What is better when people work as a team?

E How does the team work together to get a basket? Put the events in order.



☐



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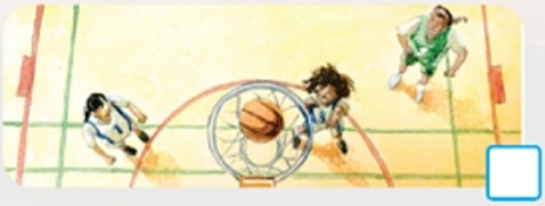


☐

Now read **Teamwork Makes the Dream Work**

Nonfiction

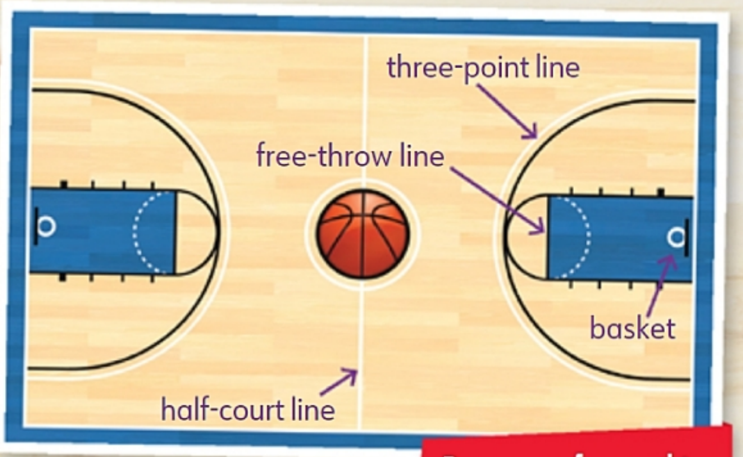
Teamwork Makes the Dream Work

WNBA is short for the Women's National Basketball Association. It's a professional women's basketball league in the United States that started in 1996. There are twelve teams in the WNBA. Some of the teams are the Minnesota Lynx, the Los Angeles Sparks, the Dallas Wings, and the New York Liberty. They play 34 games each season in front of huge crowds all over the country.

How do you score a point in basketball?

In a basketball game, ten players are on the court—five from each team. Each team has a basket at one end of the court. A player has to get the ball into the other team's basket to score points, but all the teammates have to work together to make this happen. Most baskets are worth two points, but from far away, they're worth three.

In one of the championship games, the Los Angeles Sparks were playing against the Minnesota Lynx. The game was almost over, and the Los Angeles Sparks were losing by five points. Chelsea Gray, a Sparks player, was in the air shooting the ball. And she scored a three-pointer! But three points weren't enough, and the Minnesota Lynx won the game. That didn't stop the Sparks, though. They worked even harder and won the championship that year!



Do you prefer watching or playing sports?

Winning is important, but it isn't everything. Working together is part of playing the game. Some of the players from the Sparks and the Lynx talk about teamwork.

Chelsea Gray

"My team needed me."

Candace Parker

"My teammates and my coaches were always there for me."

Maya Moore

"No matter what we're feeling that day, we have to do our best ..."

Lindsay Whalen

"As a group we have to do it, but everybody has to bring it."

A **quote** is something someone said. Which is your favorite? Why?

These WNBA players know that teamwork makes their dream work. Their dream, of course, is to win the championship next year.

Words in Context

Find these words in the reading. What do you think they mean?

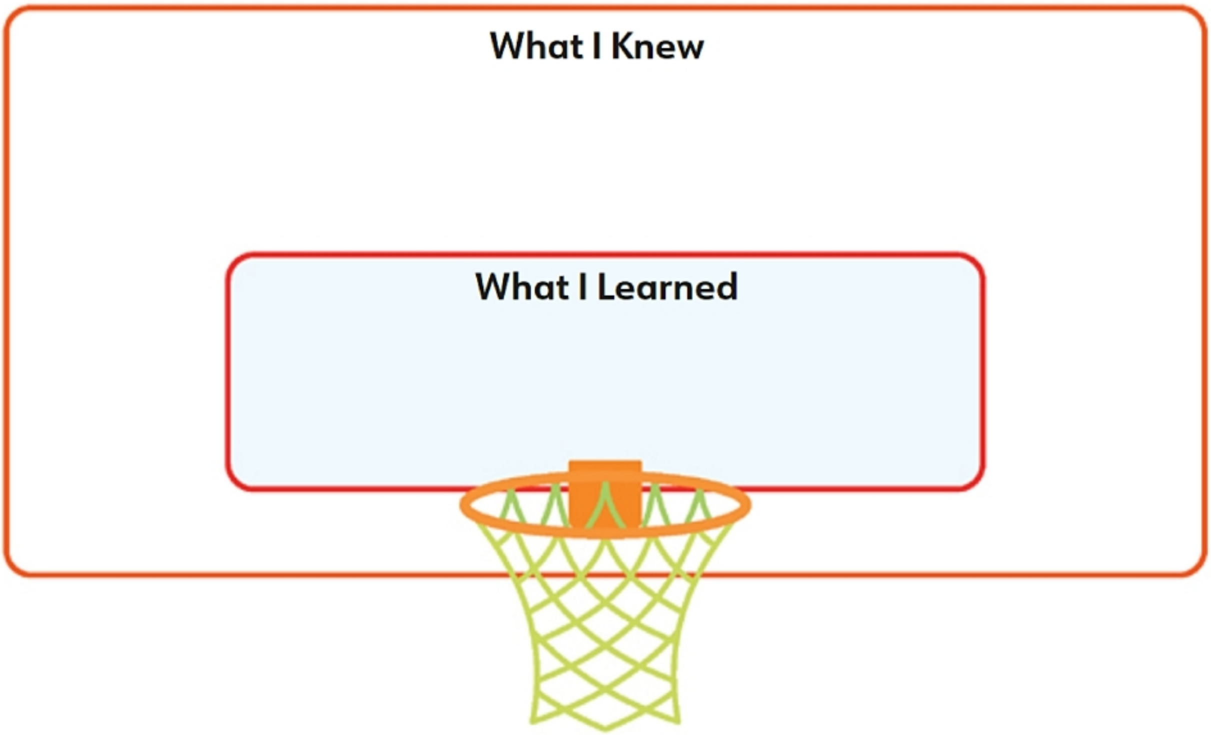
league court basket score shooting

Explore the Reading

A Write *True* or *False*. Say the page where you found the answer.

1 The WNBA began in 1996. ________
2 The WNBA started in the United Kingdom. ________
3 There are 34 teams in the WNBA. ________
4 Most baskets are worth two points. ________
5 Chelsea Gray scored the last three points for her team. ________
6 The Los Angeles Sparks won the game. ________

B Think and complete. What did you already know about basketball? What did you learn?



C Think and discuss. What sports teams are in your area? How do people in your city feel about them?

In my city ...

Spelling Pattern *or*

Listen and write. Then check your answers.

1 s________ 2 h________ 3 a________ 4 f________ 5 a________

Now find more words with *or* in the reading.

A Look at *Teamwork Makes the Dream Work* again. Put the events in order.

☐ Chelsea Gray scored three points.

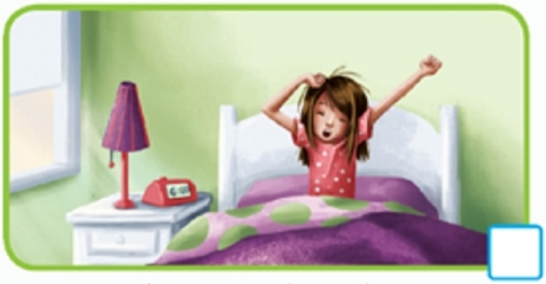
☐ The Minnesota Lynx won the game.

☐ Chelsea Gray was in the air.

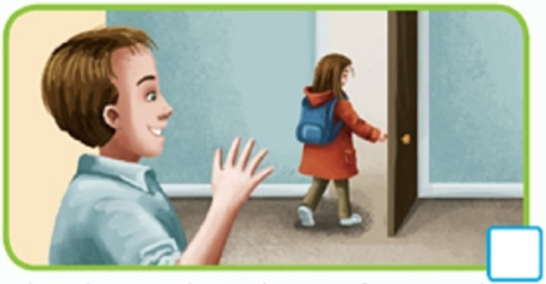
☐ The Los Angeles Sparks were losing by five points.

> The **sequence of events** is the order things happen in a reading. Knowing the order things happen helps us understand how the events are connected. This helps us follow the story better.

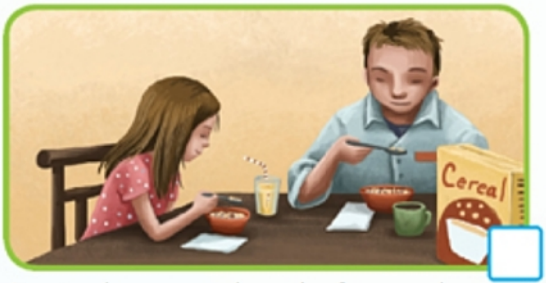
B Put the events in order.



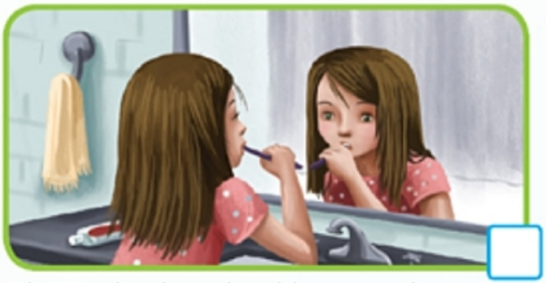
☐ Paige woke up early in the morning to get ready for school.



☐ She changed into her uniform and raincoat, and then she left for school.



☐ First, she ate a bowl of cereal for breakfast.



☐ Then, she brushed her teeth and washed her face.

C Think and write. Look at the beginning of *Late for the Show*. What's the first event? What do you think happens after that?

The first event is ____________________________________.

After that, I think ____________________________________.

Now read **Late for the Show**

Fiction

Late for the Show

Twelfth Night by William Shakespeare
Characters and actors:

Riya as VIOLA

Arush as SEBASTIAN

Harry as THE TREE

Lynn as NARRATOR

Mr. David Williams

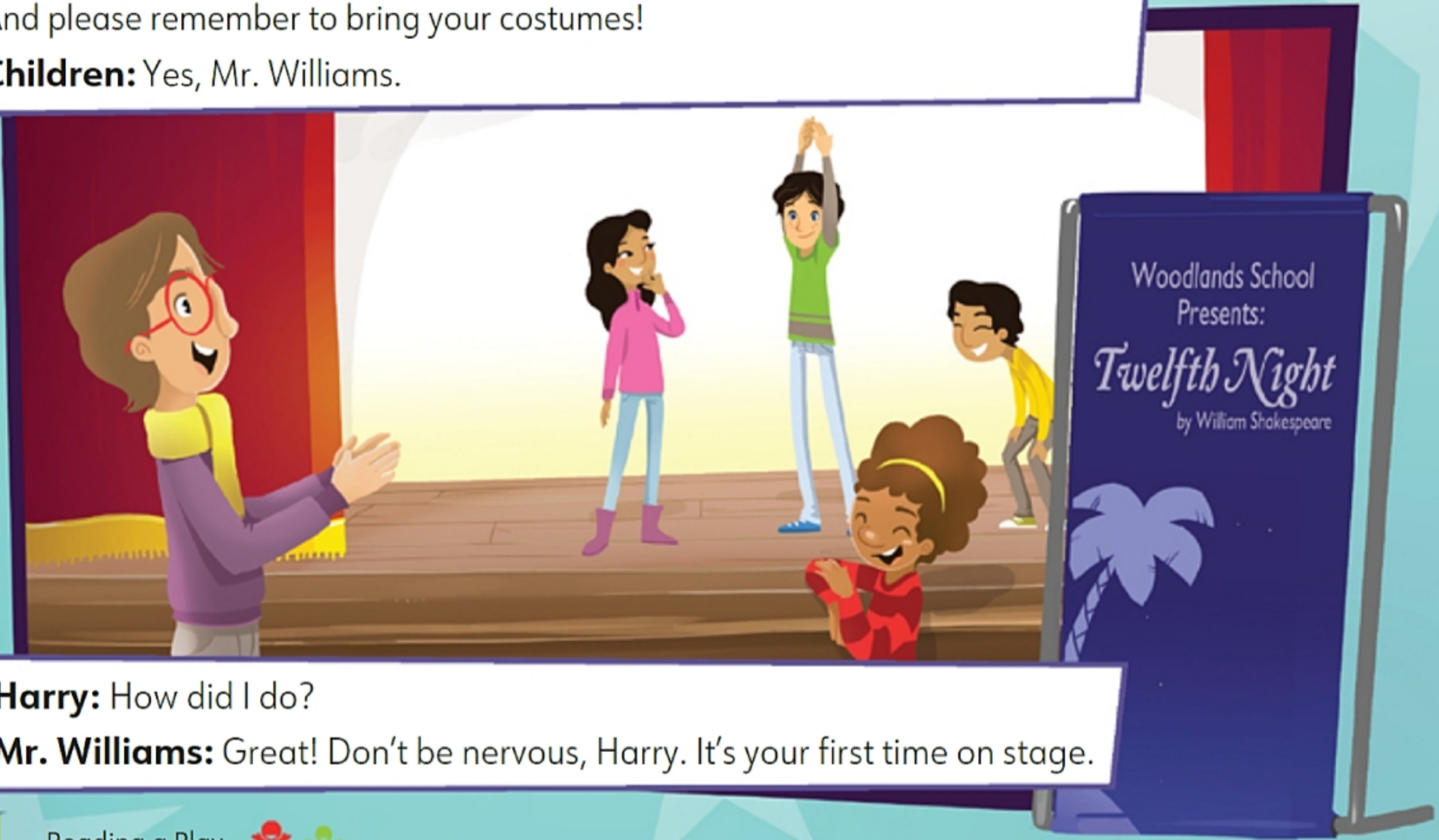
Harry's mom

Harry's dad

Narrator: *It's Friday afternoon. It's the last rehearsal for the only performance of "Twelfth Night" at Woodlands School.*

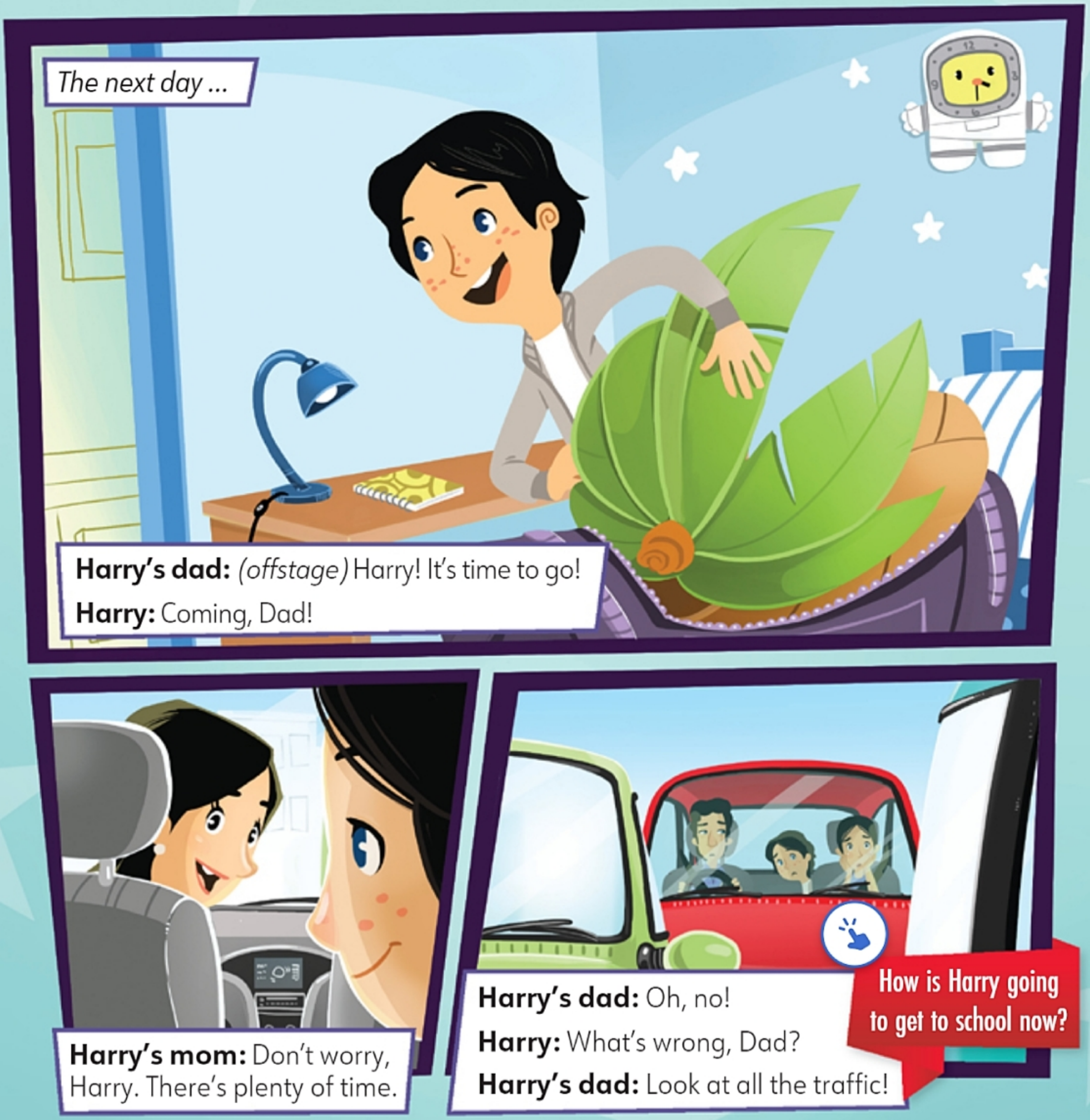
Mr. Williams: And ... the end. Well done, everyone! Now, remember, the show starts at 6 o'clock tomorrow night, so please be here at quarter past five. And please remember to bring your costumes!

Children: Yes, Mr. Williams.



Harry: How did I do?

Mr. Williams: Great! Don't be nervous, Harry. It's your first time on stage.

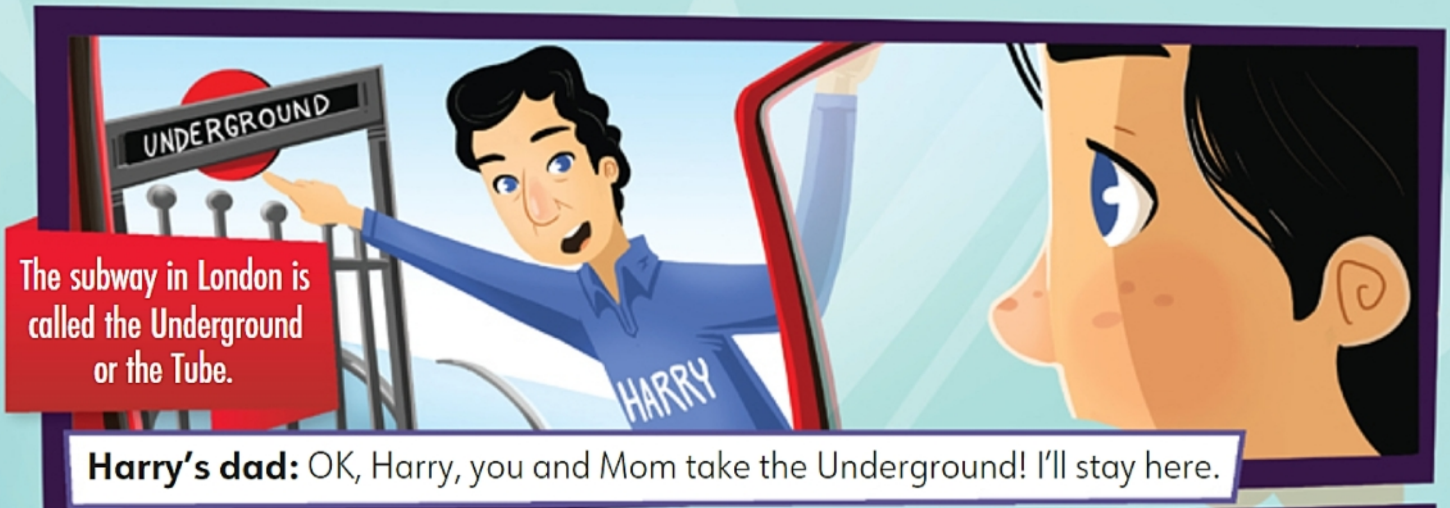

The next day ...
Harry's dad: *(offstage)* Harry! It's time to go!
Harry: Coming, Dad!
Harry's mom: Don't worry, Harry. There's plenty of time.
Harry's dad: Oh, no!
Harry: What's wrong, Dad?
Harry's dad: Look at all the traffic!

How is Harry going to get to school now?

Words in Context

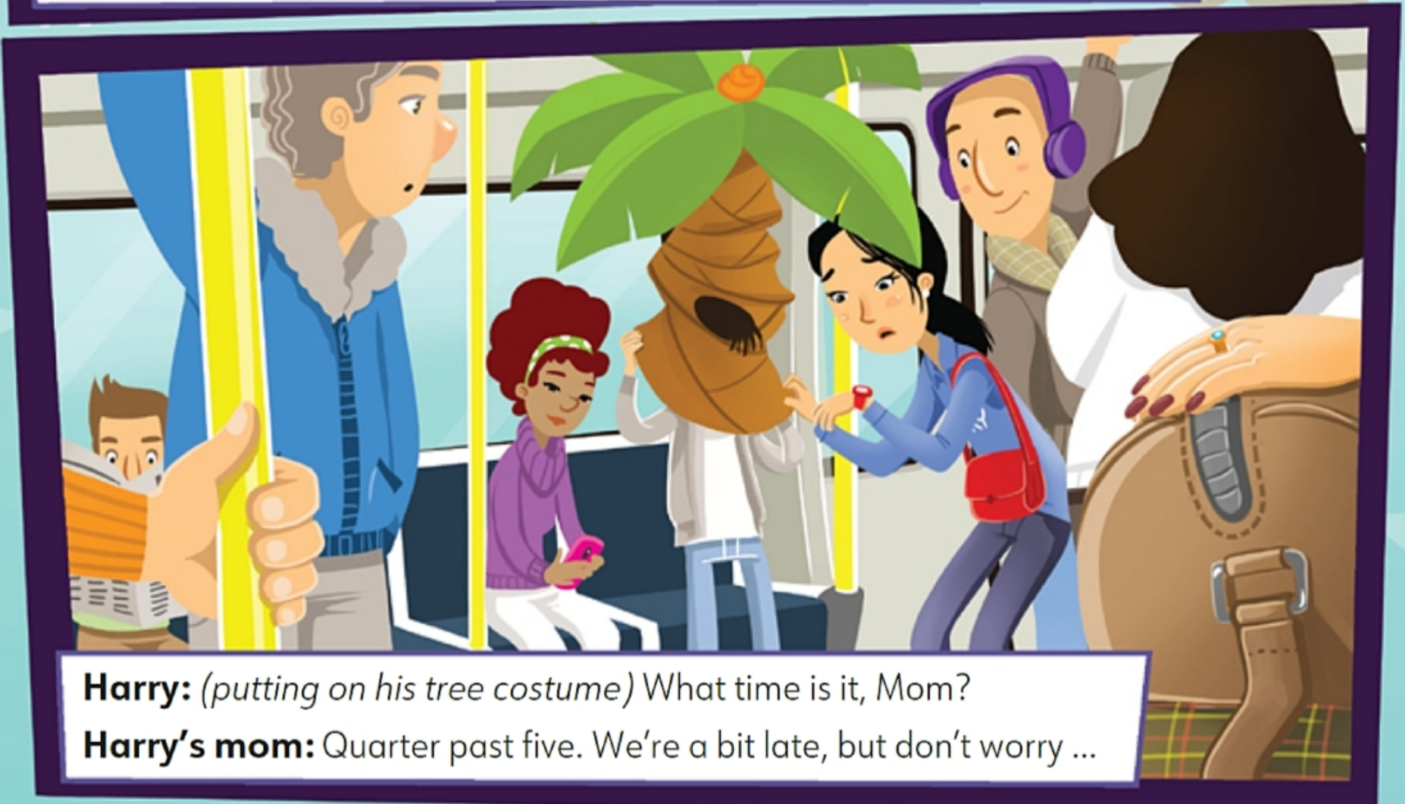
Find these words in the reading. What do you think they mean?

show calm platform sank alive



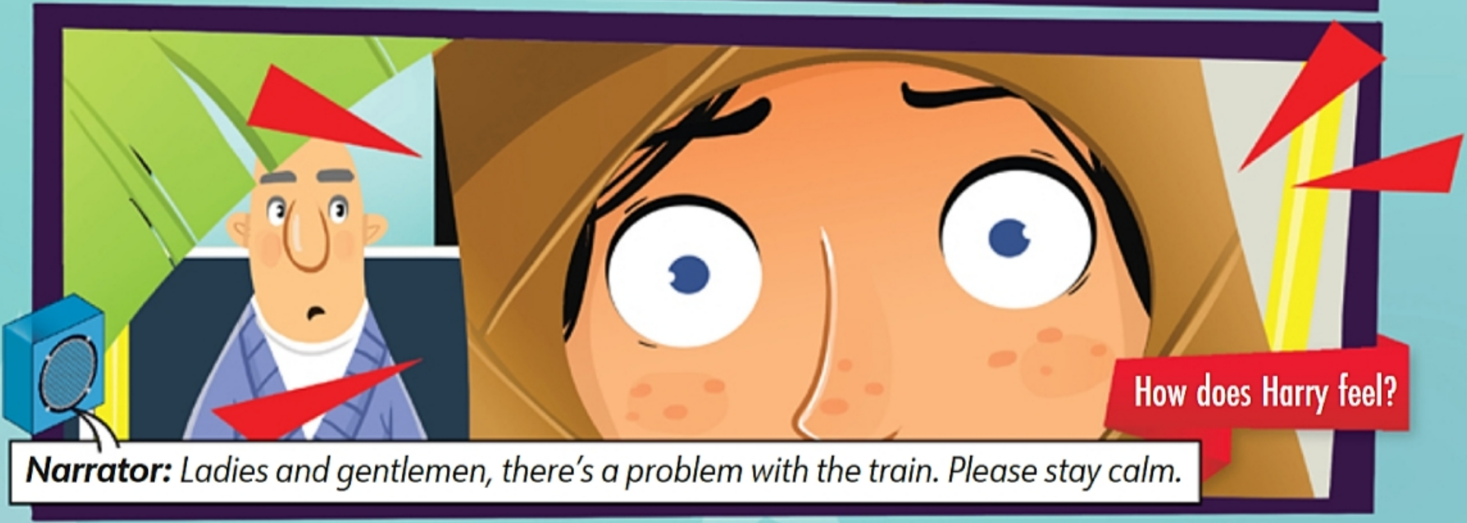
The subway in London is called the Underground or the Tube.

Harry's dad: OK, Harry, you and Mom take the Underground! I'll stay here.



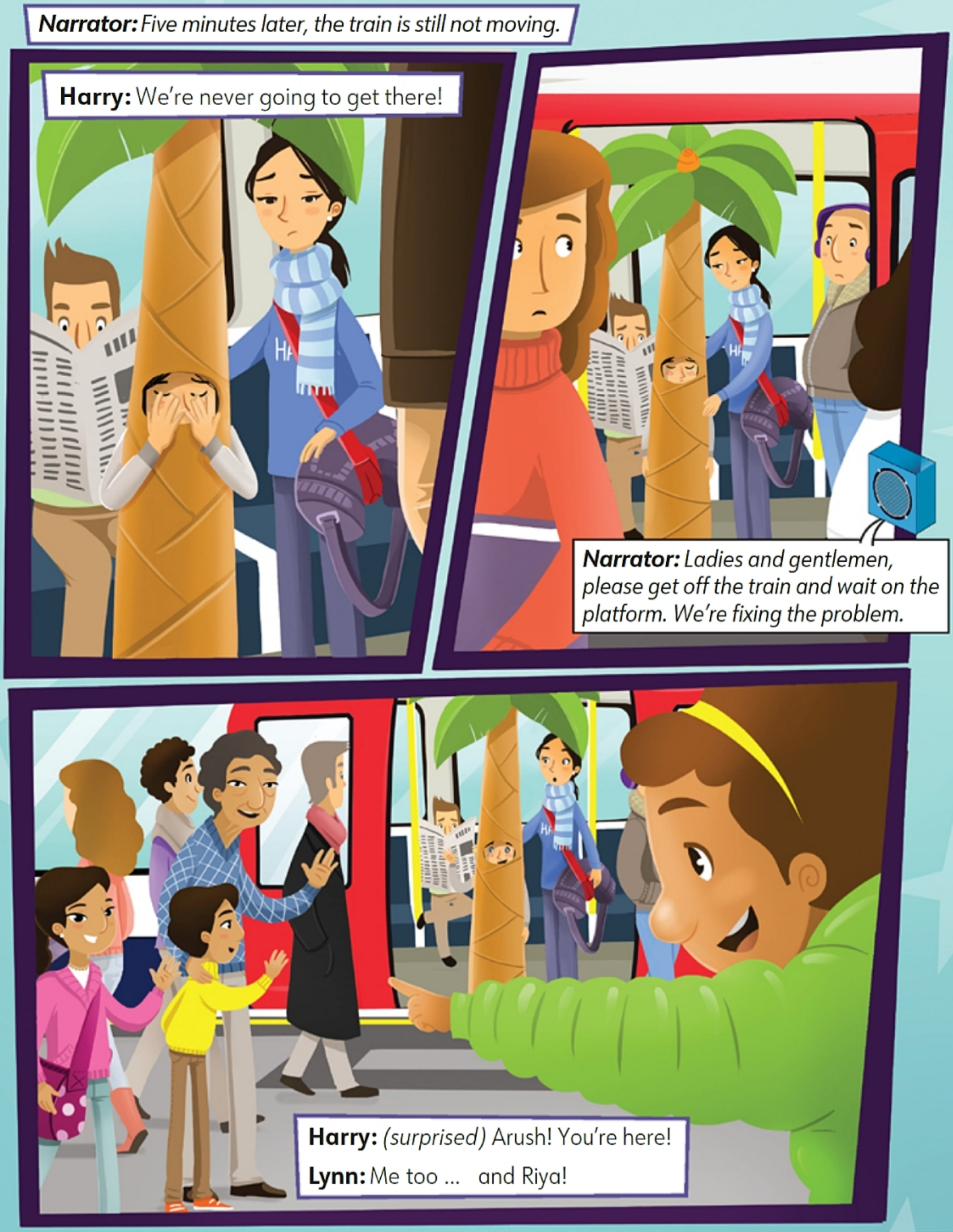
Harry: *(putting on his tree costume)* What time is it, Mom?

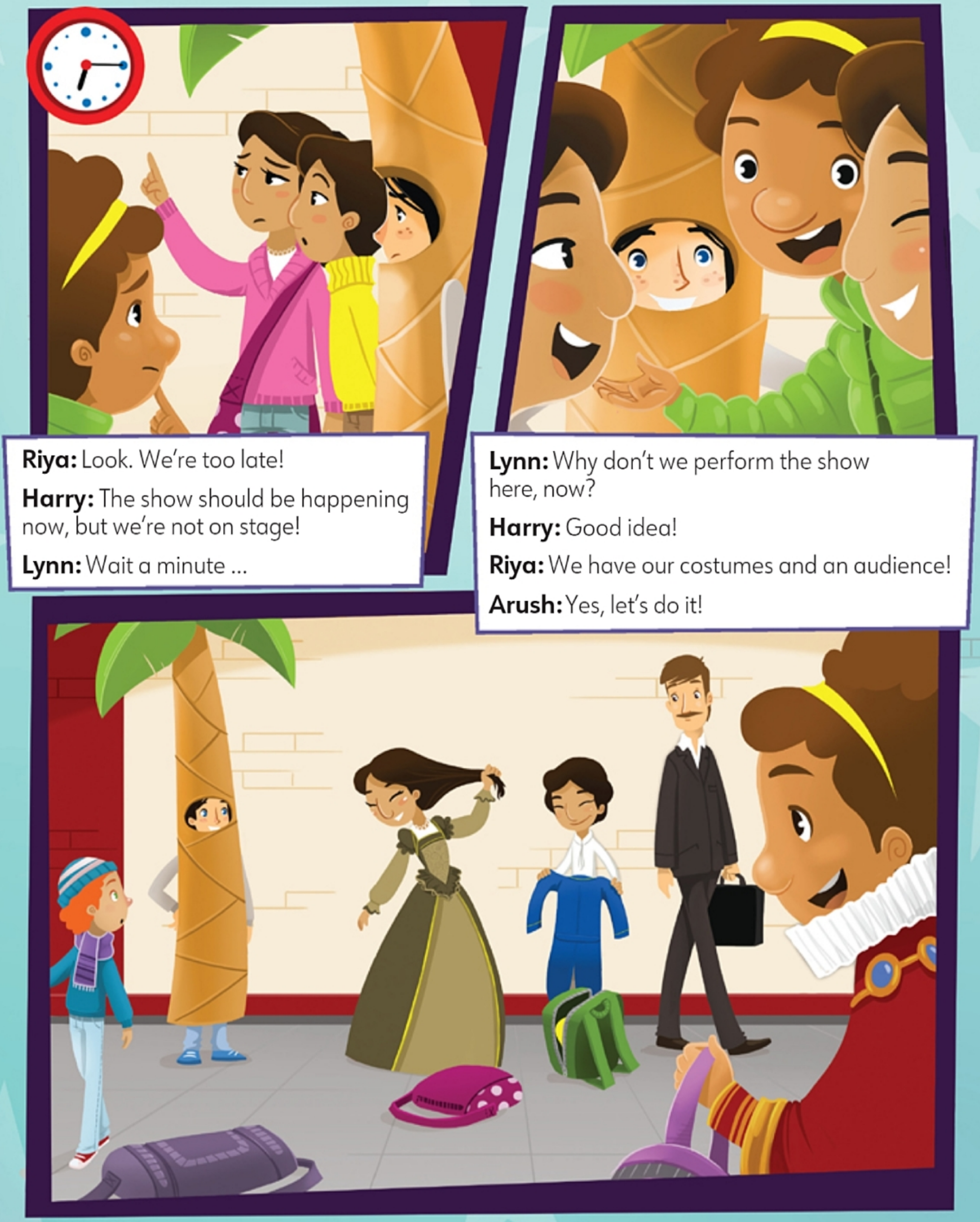
Harry's mom: Quarter past five. We're a bit late, but don't worry ...



Narrator: *Ladies and gentlemen, there's a problem with the train. Please stay calm.*

How does Harry feel?


Narrator: *Five minutes later, the train is still not moving.*
Harry: We're never going to get there!
Narrator: *Ladies and gentlemen, please get off the train and wait on the platform. We're fixing the problem.*
Harry: *(surprised)* Arush! You're here!
Lynn: Me too … and Riya!



Riya: Look. We're too late!

Harry: The show should be happening now, but we're not on stage!

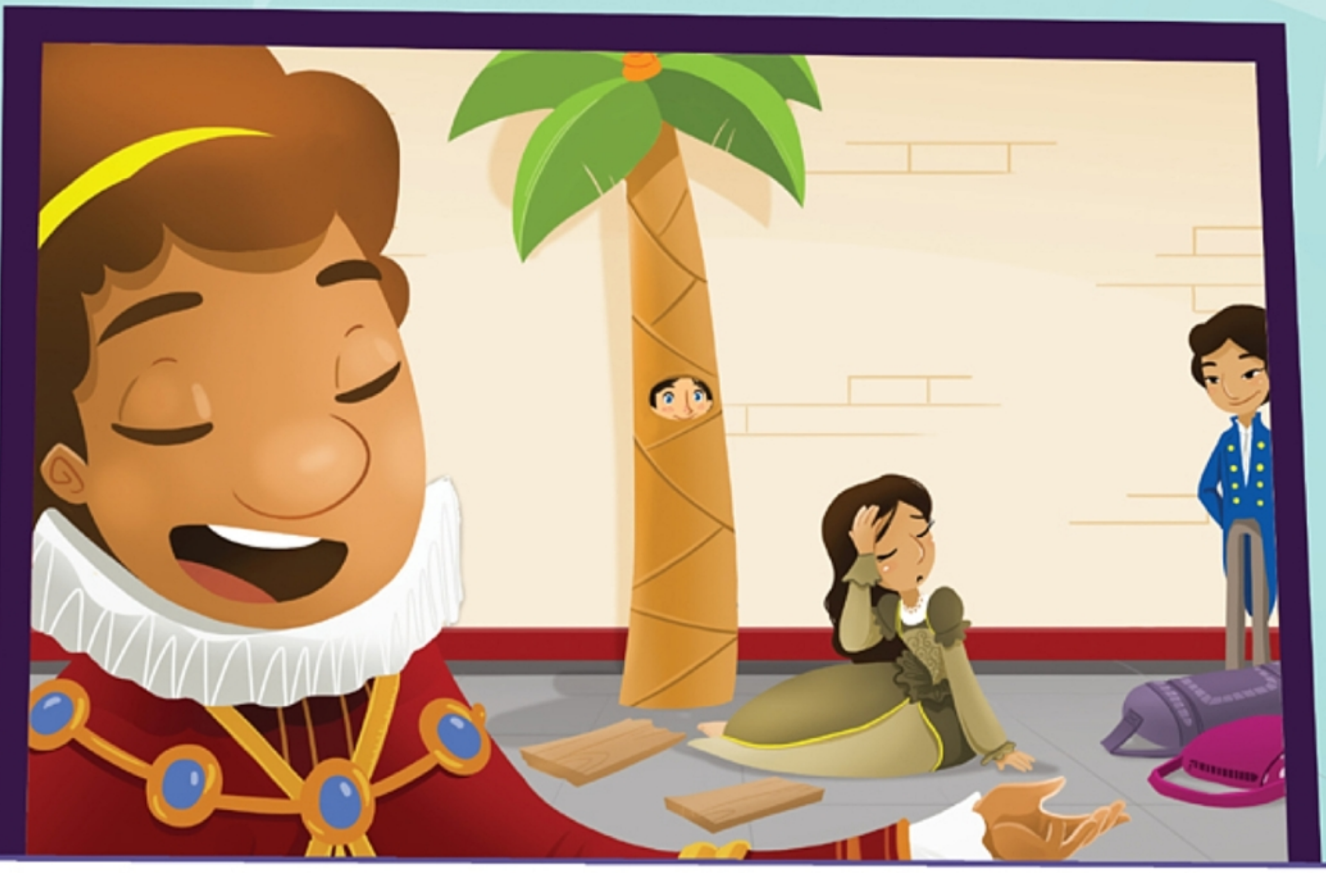
Lynn: Wait a minute ...

Lynn: Why don't we perform the show here, now?

Harry: Good idea!

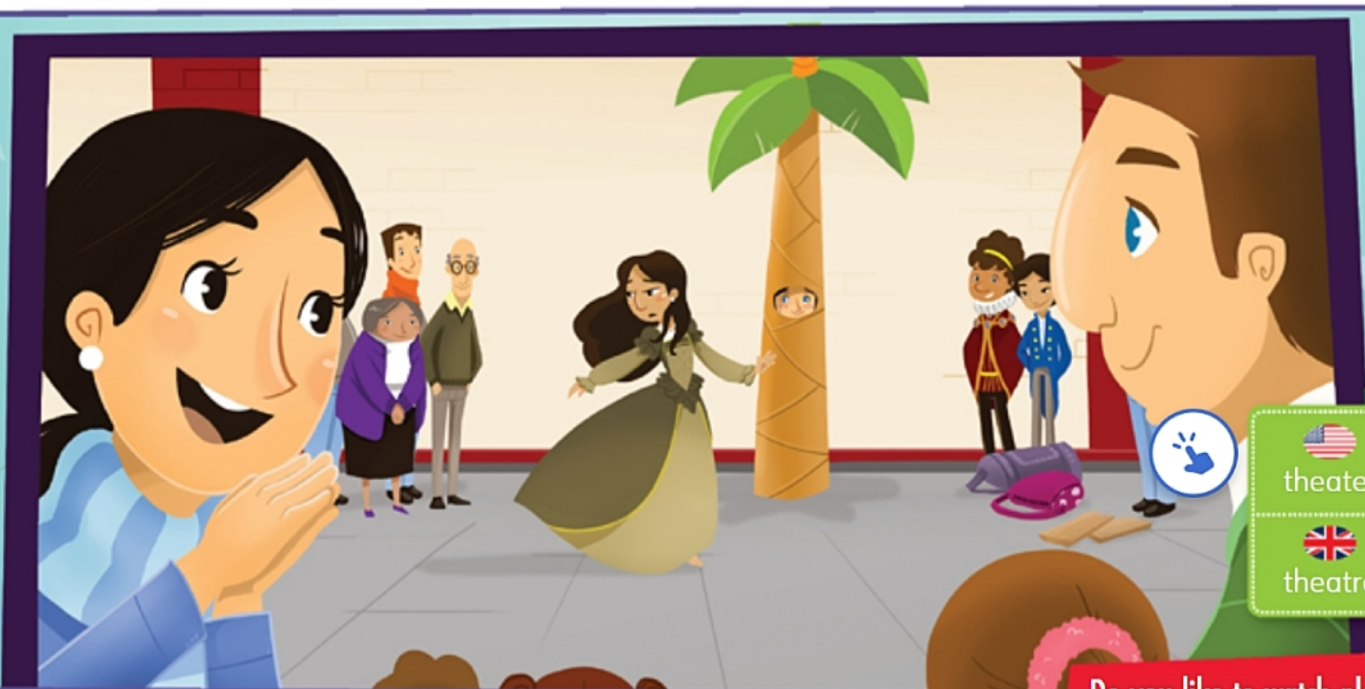
Riya: We have our costumes and an audience!

Arush: Yes, let's do it!



Lynn: *(as Narrator)* Viola wakes up on a beach after a storm. She was traveling on a ship with her brother Sebastian, but the ship sank. Now, Viola is alone, and she can't find Sebastian.

Riya: *(as Viola)* Sebastian! Where are you? ... Oh, I'm so frightened.

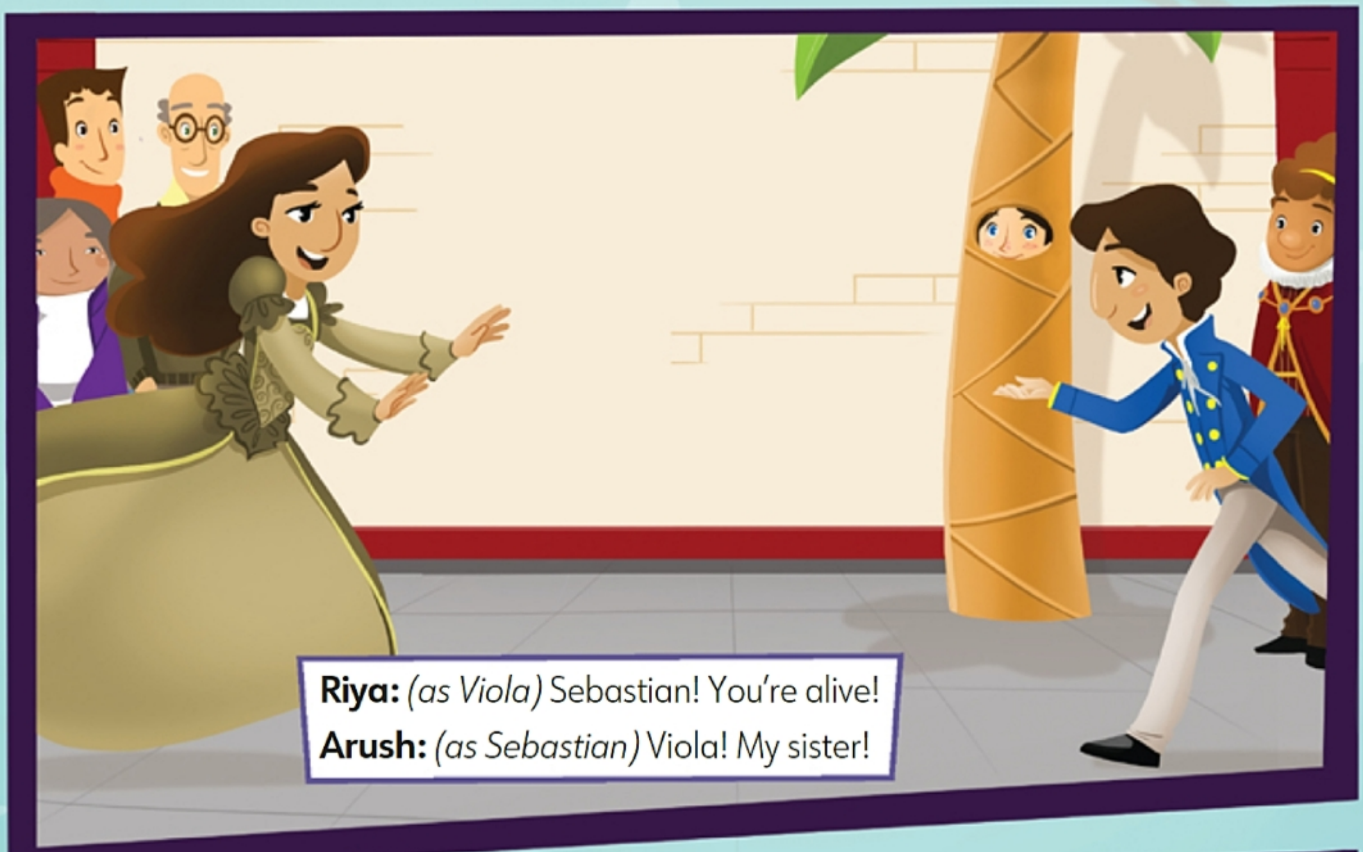


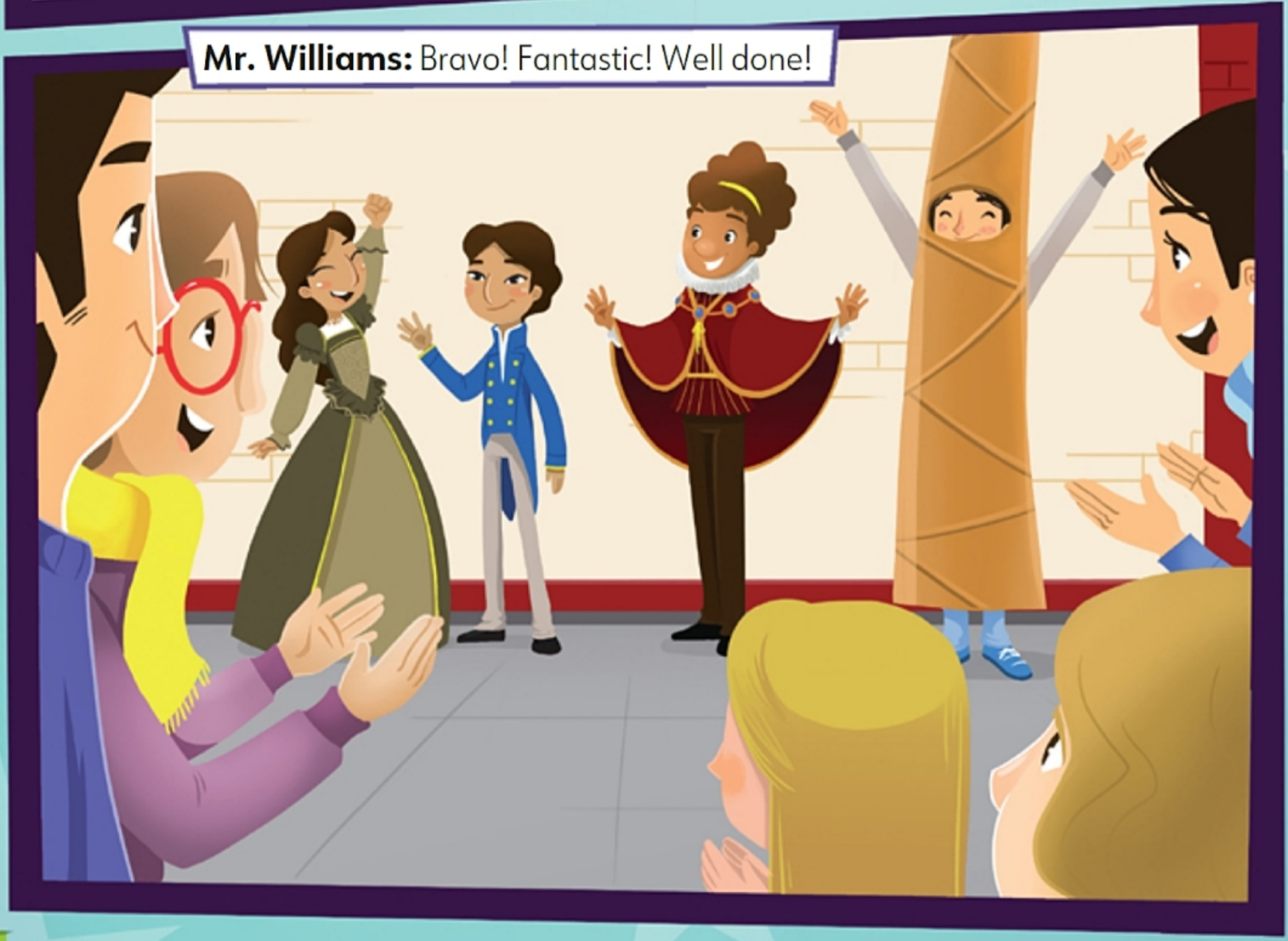
theater

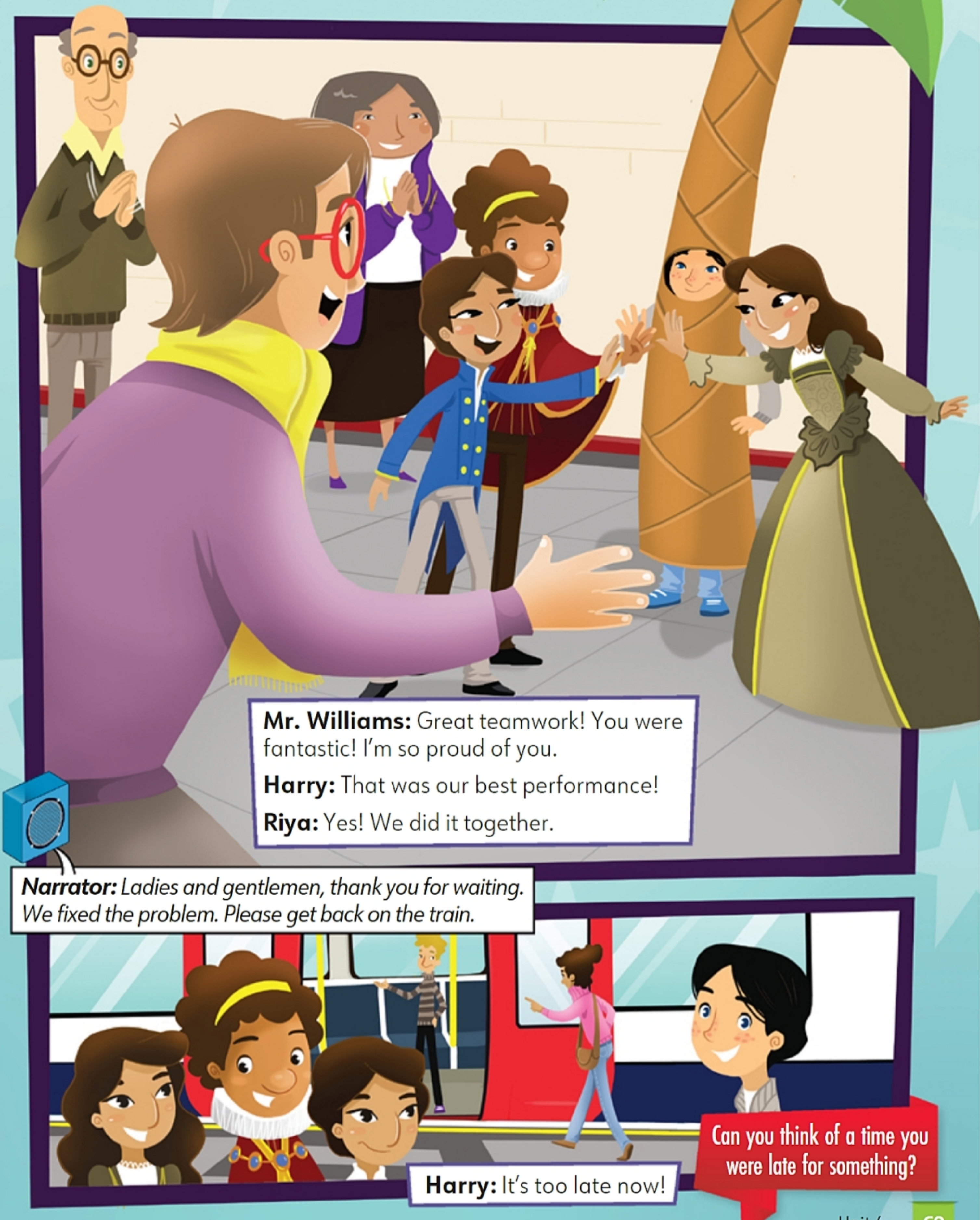
theatre

Harry's mom: That's my son. He's the tree! Isn't he great?

Do you like to watch plays at the theater or on TV?


Riya: *(as Viola)* Sebastian! You're alive!
Arush: *(as Sebastian)* Viola! My sister!


Mr. Williams: Bravo! Fantastic! Well done!


Mr. Williams: Great teamwork! You were fantastic! I'm so proud of you.
Harry: That was our best performance!
Riya: Yes! We did it together.
Narrator: *Ladies and gentlemen, thank you for waiting. We fixed the problem. Please get back on the train.*
Harry: It's too late now!

Can you think of a time you were late for something?

Explore the Reading

A Complete the story map.

Characters
Who:

Setting
Where:
When:

Title

Problem
What happened on the way to the show?

Solution
What happened on the subway platform?

B Put the events in order. Then retell the story to a partner.

- ☐ The train has a problem.
- ☐ Arush, Riya, Lynn, and Harry perform the play *Twelfth Night*.
- ☐ Harry's car is stuck in traffic.
- ☐ Harry finds Arush, Riya, and Lynn on the platform.
- ☐ Harry and his friends practice.
- ☐ Harry and his mother get on the train.

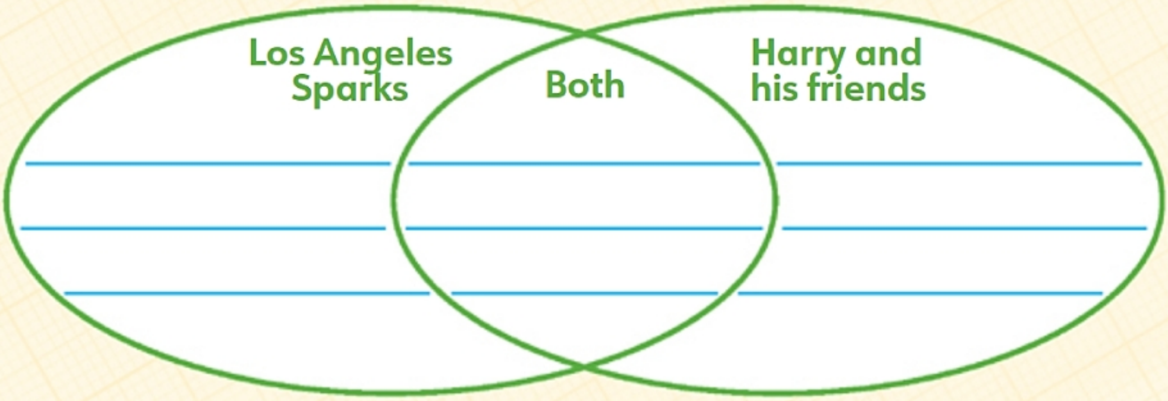
C Think and discuss. How did the characters work together to put on a play? How do you work with your teammates?

Lynn asks ...

Mr. Williams helps ...

How does teamwork help us?

A Compare and contrast the Los Angeles Sparks with Harry and his friends. Complete the Venn diagram.



B Think and discuss. How do the people on these teams help each other? Do a Numbered Heads Together routine.

- soccer team
- acting club
- dance team
- music club

Soccer players help each other when ...

C Think and discuss. Talk about a time teamwork helped you. What happened?

I'm on a team and I ...

Last year, I did ...

My Reading Journal

Find four words in this unit that are interesting or new to you. Write.

1 ____________ 2 ____________ 3 ____________ 4 ____________

Color the stars to rate the unit. Then write a short review.

☆ ☆ ☆ ☆ ☆ ______________________________

____.

UNIT 5 Make Some Noise

Activating Prior Knowledge About Noise and Silence

Question Starts

A Look at the picture. Then brainstorm questions. Write a list.

Who
What
Where
When
Why
How

B Look at your list from **A**. Which questions seem the most interesting? Discuss them with the class.

What are they doing?

What sounds do the instruments make?

C What new ideas or questions do you have now? Talk about your ideas with your partner.

Is this a parade?

Why are they dressed in special clothes?

D Think and discuss. Imagine a noisy place and a quiet place. What things can you hear?

E Think and discuss. What different sounds do these make? When are they loud? When are they quiet?

a car engine
a guitar
a feather falling
a crowd at a soccer game

Now read **The Art of Sound**

Nonfiction

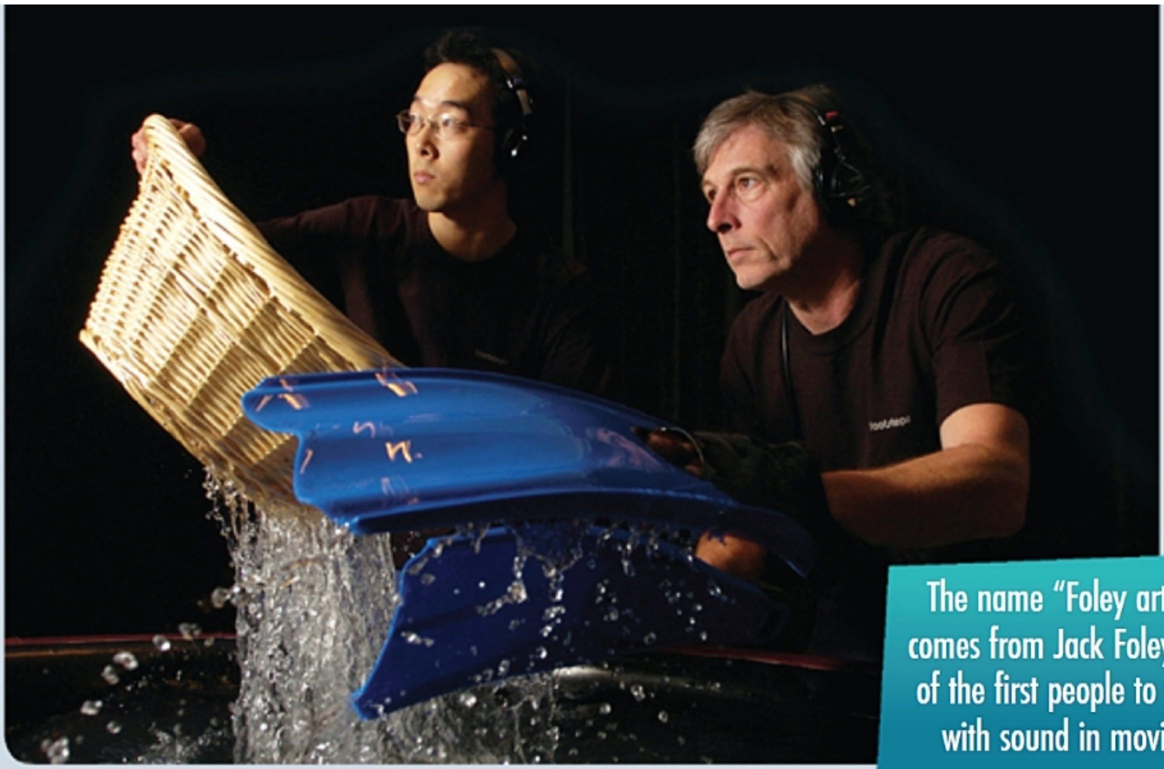
THE ART OF SOUND

A knight runs through a castle, and a man chases after him. Their heavy boots thud on the floor. They pull out their swords. They fight. Their swords crash together with a loud smash.

PANAVISION

Sound words like ***crash*** help us imagine what's happening.

But this isn't a real castle. It's fake. This is a movie. The swords are made of plastic. The castle is made of wood. So why are the sounds so realistic?



The name "Foley artist" comes from Jack Foley, one of the first people to work with sound in movies.

This is the job of a Foley artist, a person who puts special sounds into movies. A Foley artist is a sound artist.

Often when people make a movie, they only record the actors' voices. It is sometimes too noisy outside to record every sound, like a bee buzzing or a dog barking. But these sounds are important.

Foley artists record new sounds that are louder and clearer.

Words in Context

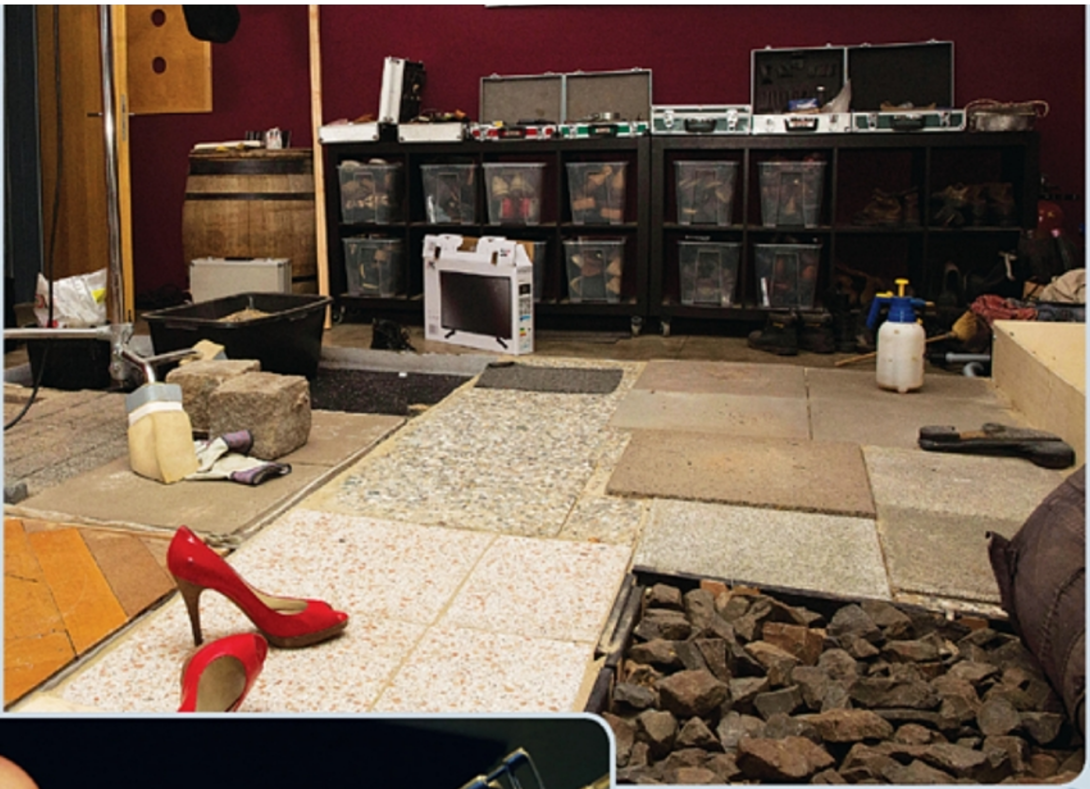
Find these words in the reading. What do you think they mean?

knight **swords** **realistic** **artist** **record** **voices** **studio**

Foley artists work in a special studio. They watch the movie and pay attention to what the actors are doing. When the actor walks on a wooden floor, the Foley artist makes the sound of footsteps. When the actor breaks a window, the Foley artist records the sound of real glass breaking. Is there going to be a storm in the movie? The Foley artist can make the sound of thunder by moving a thin piece of metal.

But are the footsteps going to be soft or loud? How much glass is going to break? How loud should the thunder be? Foley artists have to make everything sound realistic. They have to listen to how things sound in real life. Then they have to be creative to make new sounds.

What are different ways a Foley artist makes sounds?



Do you think it's fun being a Foley artist? Why or why not?

In a Foley studio, there are many tools. The artist uses different things to get the right sound.

There are different kinds of floors, shoes, and books. An old chair can make a loud squeak. Two pieces of coconut banged together can make the sound of a horse walking. Keys can make the sound of a knight marching. A head of lettuce can make a soft crunch. And a big book closing quickly can sound like a punch!

These are just a few of the sound artist's tricks.

Explore the Reading

A Answer the questions.

1 What does a Foley artist do?

2 Where does the name "Foley artist" come from?

3 Why do movies need a Foley artist?

4 Where does a Foley artist work?

5 What are some of the tools a Foley artist uses?

B Think and discuss. What makes a good Foley artist?

To be a good Foley artist, you need ...

Can you imagine what could make those sounds?

C Think and write. Imagine a Foley artist copied sounds from your day. What sounds would they make?

1 ____________

2 ____________

3 ____________

4 ____________

Spelling Pattern *ou*

Listen and write. Then check your answers.

1 t________ 2 h________ 3 c________ 4 p________ 5 y________

Now find more words with *ou* in the reading.

A Draw and discuss. What can cause each of these sounds?

1 CRUNCH!

2 SQUEAK!

3 BUZZ!

In stories and in our lives, the reason something happens is the **cause**. The **effect** is what happens. We can see what changes. One cause can have many effects.

B Read these facts about Ludwig van Beethoven, a famous composer. Match the cause to the effect.

Cause

1 When he was young, he practiced his piano for many hours.

2 His family needed money.

3 He became friends with a famous teacher.

4 He lost his hearing.

Effect

a. He got a job.

b. He became a great piano player.

c. He couldn't hear music anymore.

d. He learned a lot about writing music.

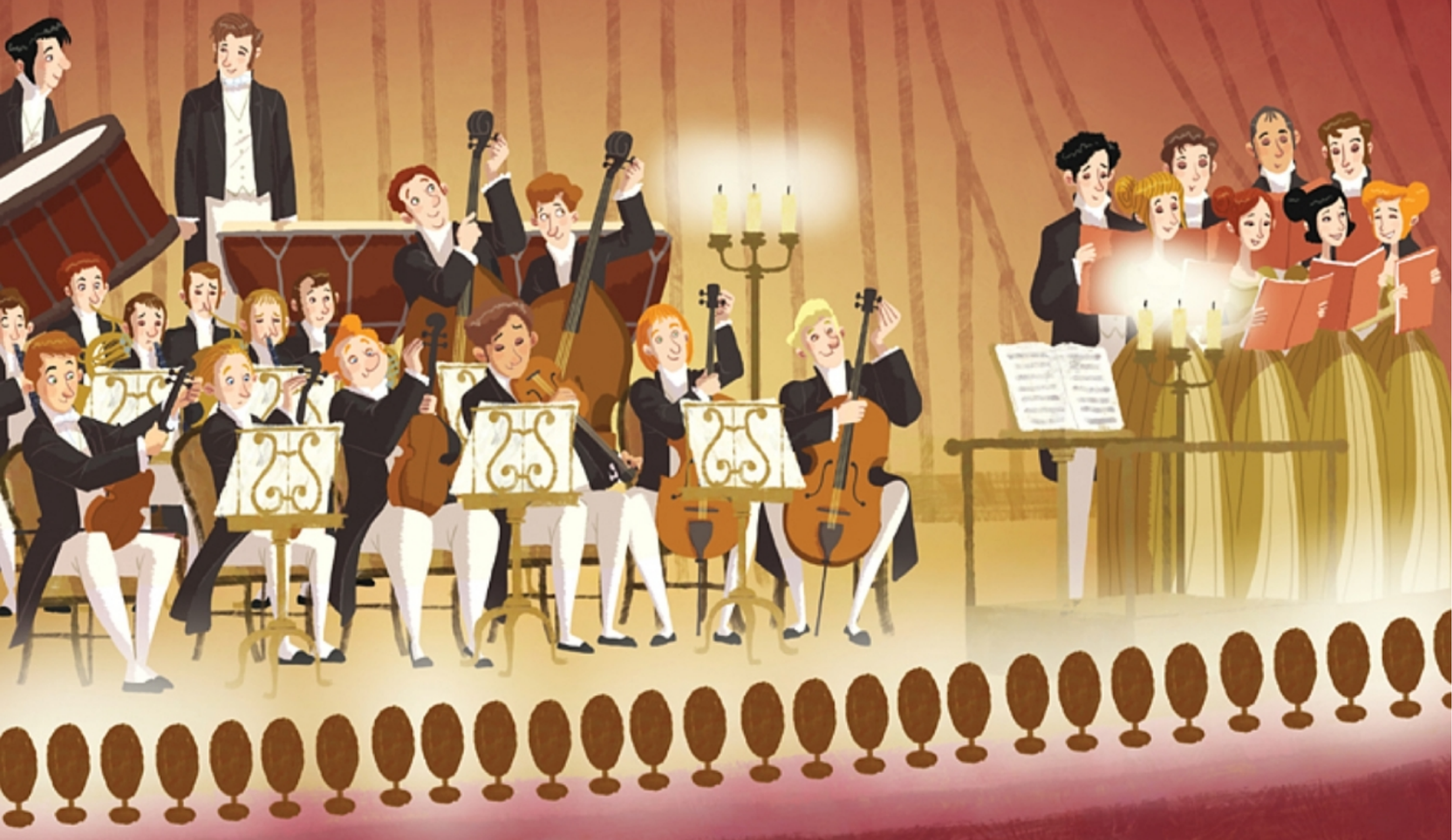
C Think and discuss. Do all people hear well? Do you know anyone who doesn't hear very well or who can't hear?

my grandpa can't hear well, so he ...

Now read **Beethoven's 9th**

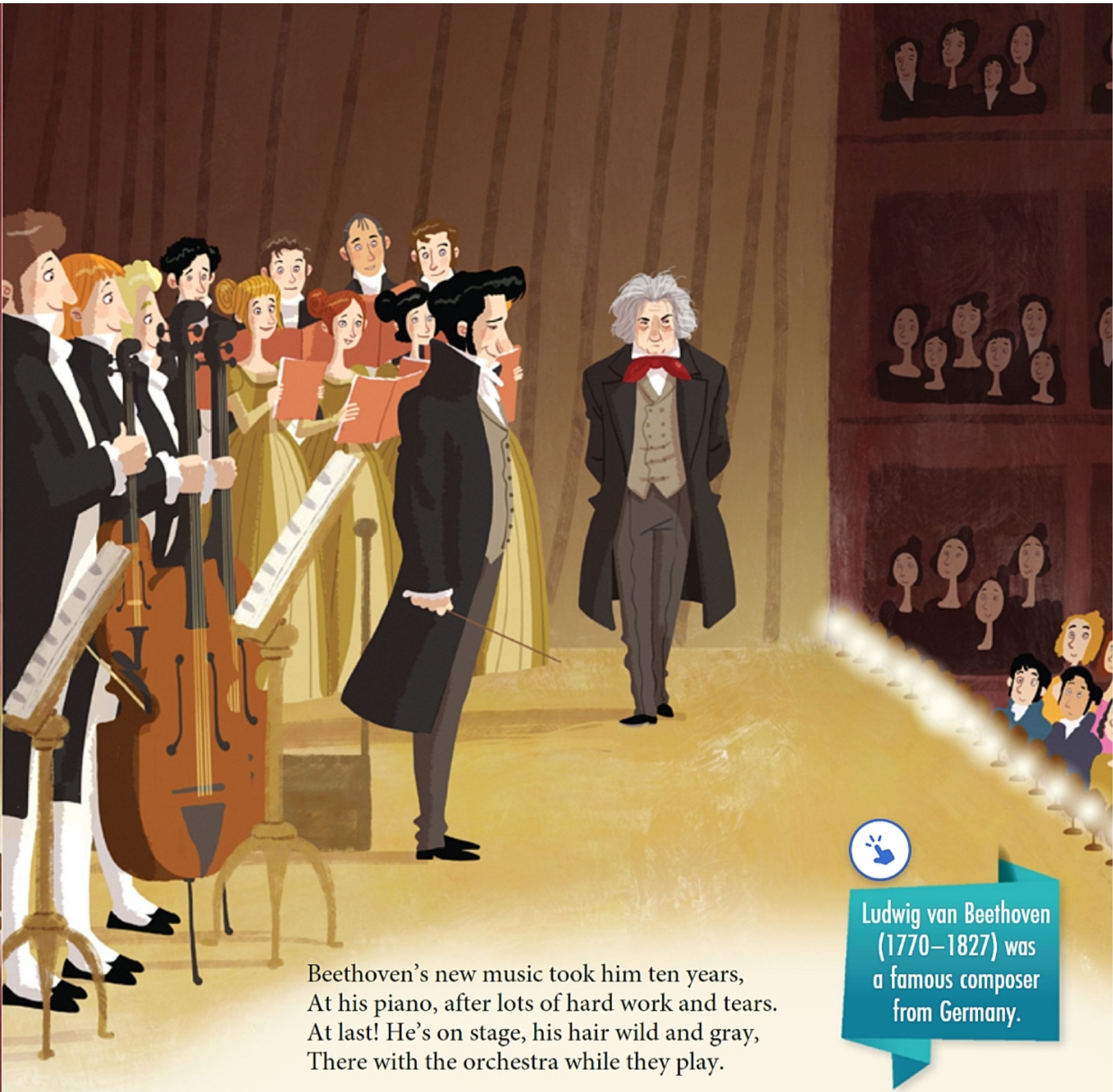
Fiction

Beethoven's 9th



The orchestra waits—violins, drums, and flutes.
Singers hum—women in dresses, men in suits.
They wait for Beethoven, the great composer.
The time for his music comes closer and closer.

Sensory details use your five senses to visualize a scene. Can you find some?



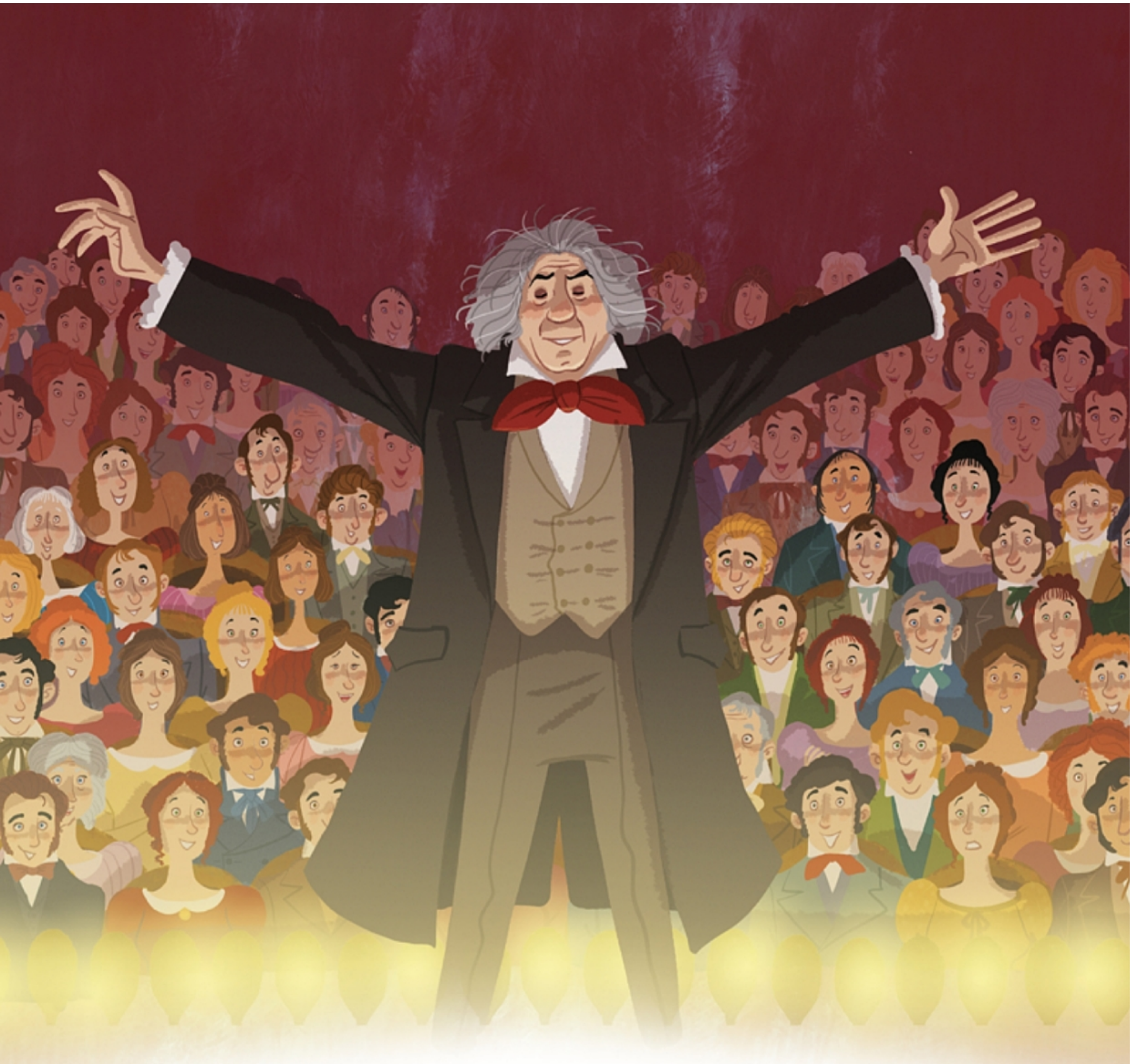
Ludwig van Beethoven (1770–1827) was a famous composer from Germany.

Beethoven's new music took him ten years,
At his piano, after lots of hard work and tears.
At last! He's on stage, his hair wild and gray,
There with the orchestra while they play.

Words in Context

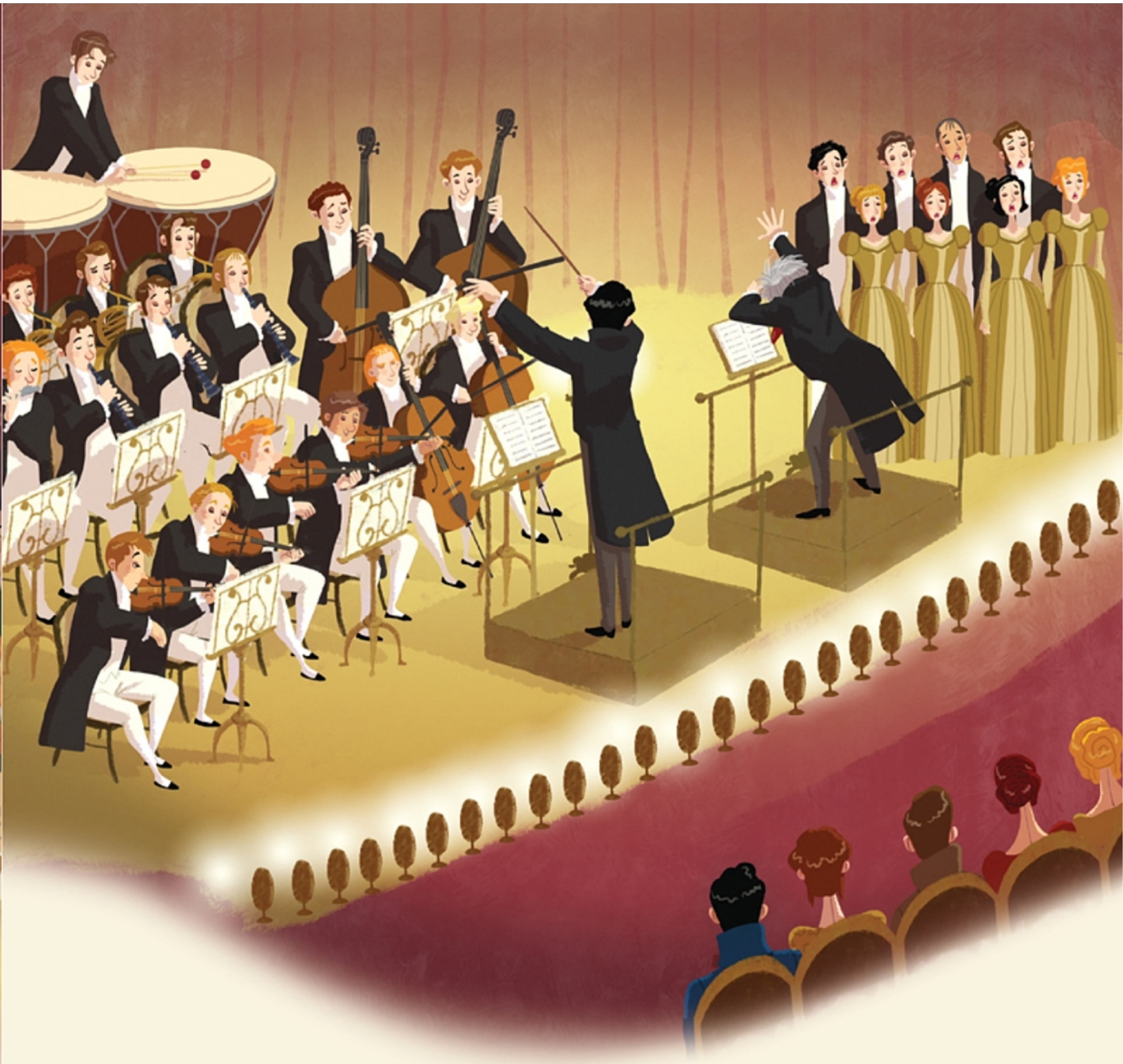
Find these words in the reading. What do you think they mean?

composer **eagle** **bends** **knees** **deaf**



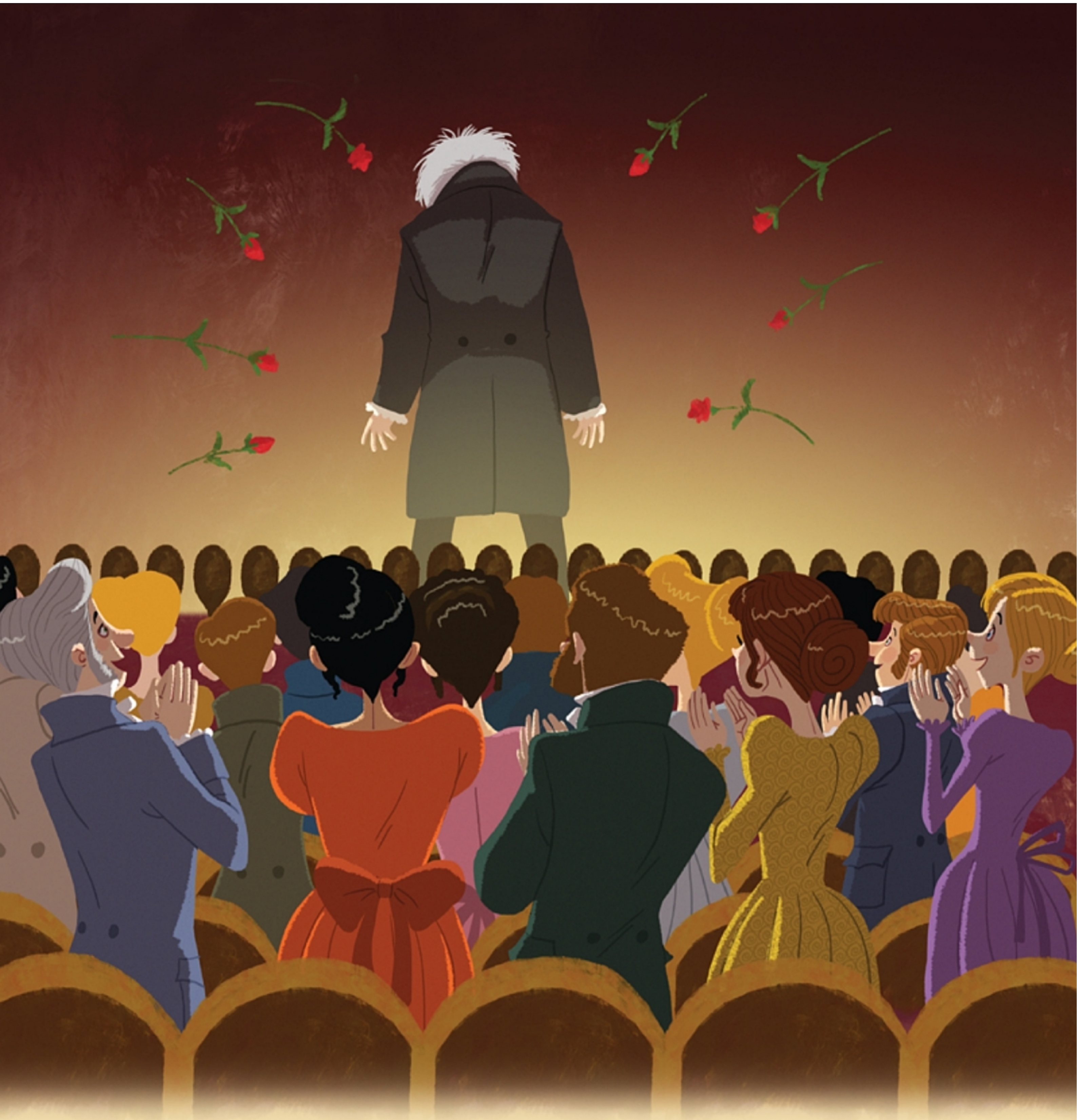
What words does the author use to help you see and hear more details?

The famous composer lifts his arms high,
And brings them down, like an eagle that flies.
The music floats through the air, soft and sweet,
Filling the room—front row to back seat.



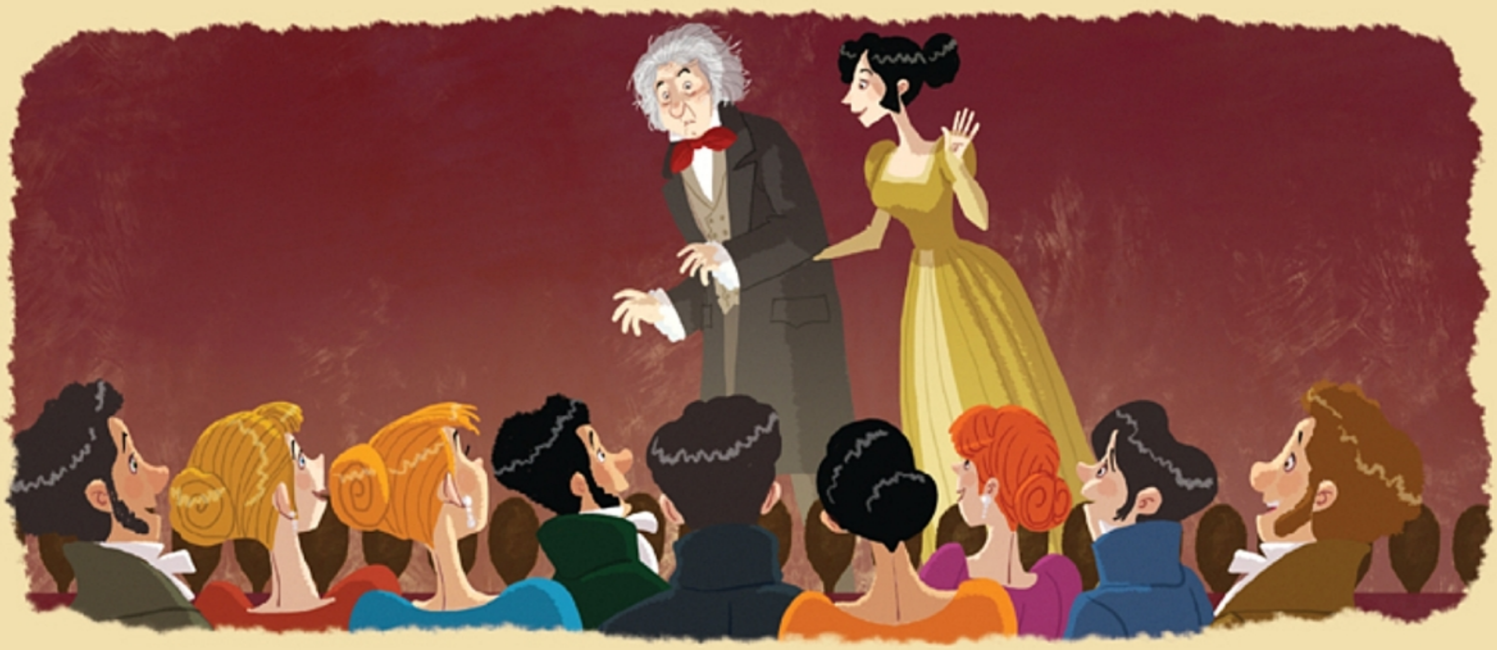
Beethoven waves his arms here and there,
Light shines in his eyes, the wind's in his hair.
First, he stands tall, then bends down on his knees,
Like a small boat sailing on stormy seas.

Beethoven wrote the music, so he knows every note.
He stands proudly onstage, in his red scarf and coat.
Trumpets play loudly. Drums boom, voices cry,
The audience wonders how the time flies by.

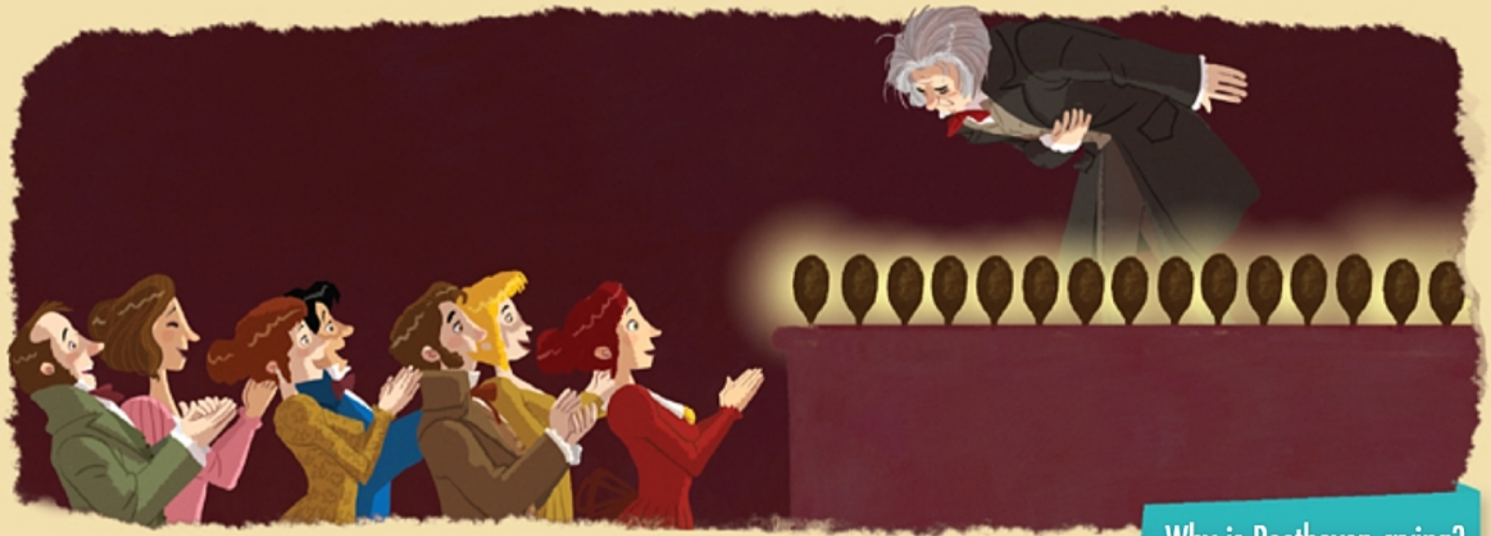


At last it is finished, the crowd gets to their feet,
They clap and throw flowers. What a wonderful treat!
They shout Beethoven's name, their hands in the air,
But he cannot hear them. For him, they're not there.

Beethoven was probably around 25 when he started losing his hearing.



Then a kind singer turns him to look at the cheers,
The sad truth is, the composer can't hear.
Beethoven is deaf, his hearing long dead,
But the music is there, still alive in his head.



Why is Beethoven crying?
How would you feel?

Beethoven sees the people, and now it is clear.
His heart is happy, his eyes fill with tears.
They like his music, Beethoven feels proud.
He bends down low, thanking the crowd.

Beethoven can remember hearing well.
But now, his ears can no longer tell.
The musician is deaf, his hearing long dead,
But the music is there, still alive in his head.

Explore the Reading

A Read and choose.

1 What is the poem's setting?

[✓ **a.**] a theater **b.** a library **c.** a sports center

2 Who is Beethoven?

a. a flute player **b.** a composer **c.** a singer

3 Which instruments go *boom*?

a. the drums **b.** the flutes **c.** the violins

4 What sounds does the audience make?

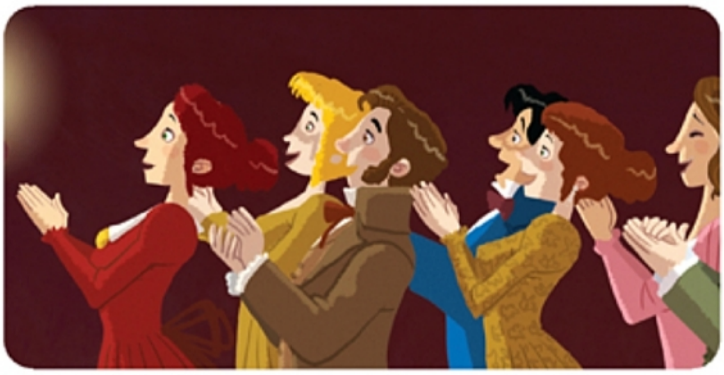
a. They talk to each other. **b.** They hum and sing. **c.** They clap, shout, and cheer.

5 Why does the singer turn Beethoven around?

a. So he can take a break. **b.** So he can see the crowd cheering. **c.** So they can hug.

B Think and check (✓). What effects did Beethoven's music have on the audience?

○ They clapped and cheered.
○ Time flew by for them.
○ They fell asleep.
○ It made them hungry.
○ Everyone felt happy.



C Think, circle, and discuss. Do you ever listen to live music? Who do you listen with? How do those people feel? How do you feel?

happy excited alive bored
sad annoyed frightened angry

Sometimes, I listen to ...

I feel ...

What different types of sounds are in our world?

A Look at both readings. Find three different sound words. Write.

B Sit quietly. Close your eyes. What can you hear? Listen very carefully. Then complete the graphic organizer.

C Talk about the sounds you heard with your partner. Did any of them surprise you? Do a Think, Pair, Share.

I heard ...

My Reading Journal

Which is your favorite noise from the unit? Why?

I like the ______________ because ____.

Look back at the unit. What questions do you have? What do you want to learn more about?

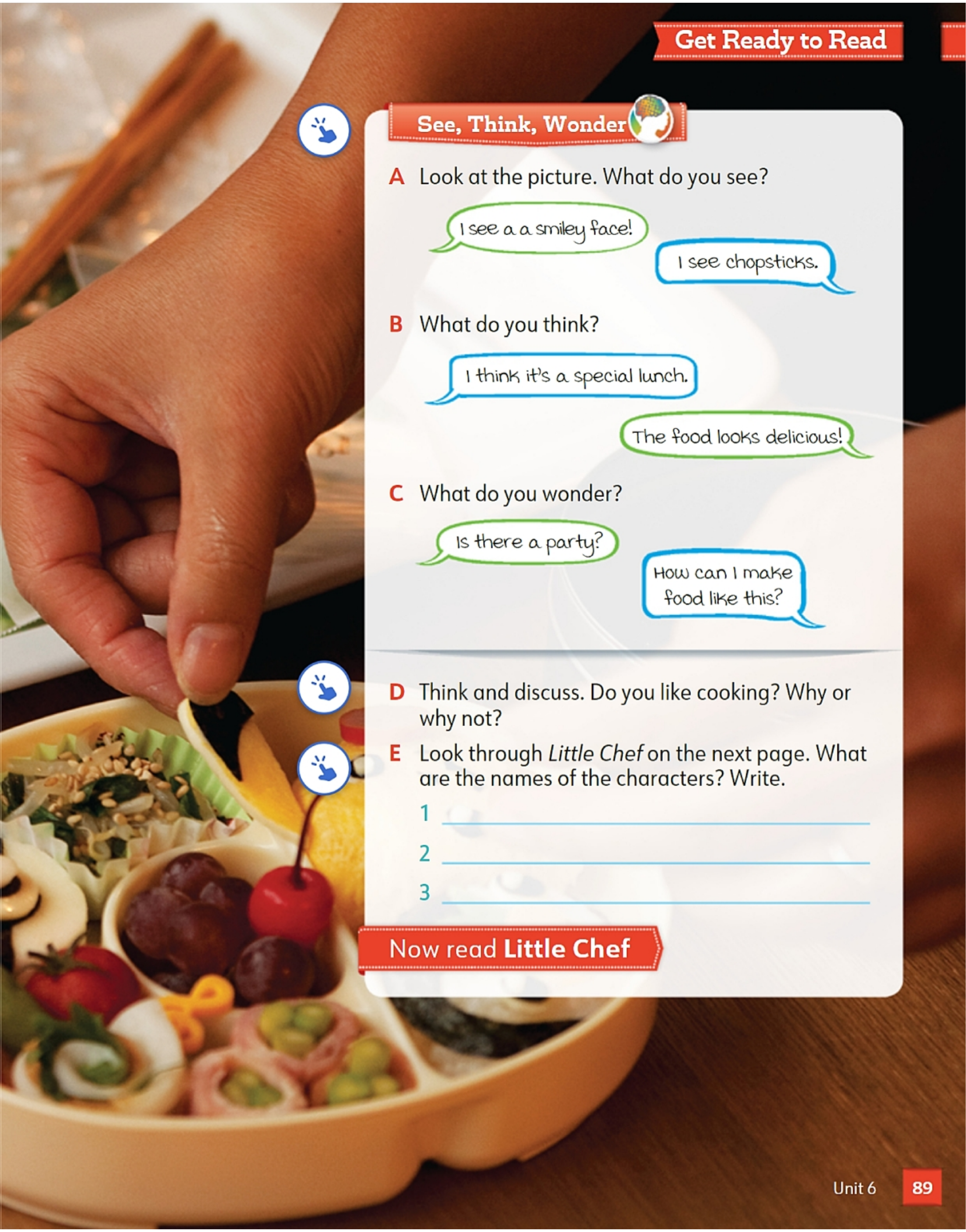
____

____

UNIT 6

That Looks Good

Activating Prior Knowledge About Cooking and Nutrition



See, Think, Wonder

A Look at the picture. What do you see?

I see a a smiley face!

I see chopsticks.

B What do you think?

I think it's a special lunch.

The food looks delicious!

C What do you wonder?

Is there a party?

How can I make food like this?

D Think and discuss. Do you like cooking? Why or why not?

E Look through *Little Chef* on the next page. What are the names of the characters? Write.

1 ____________________

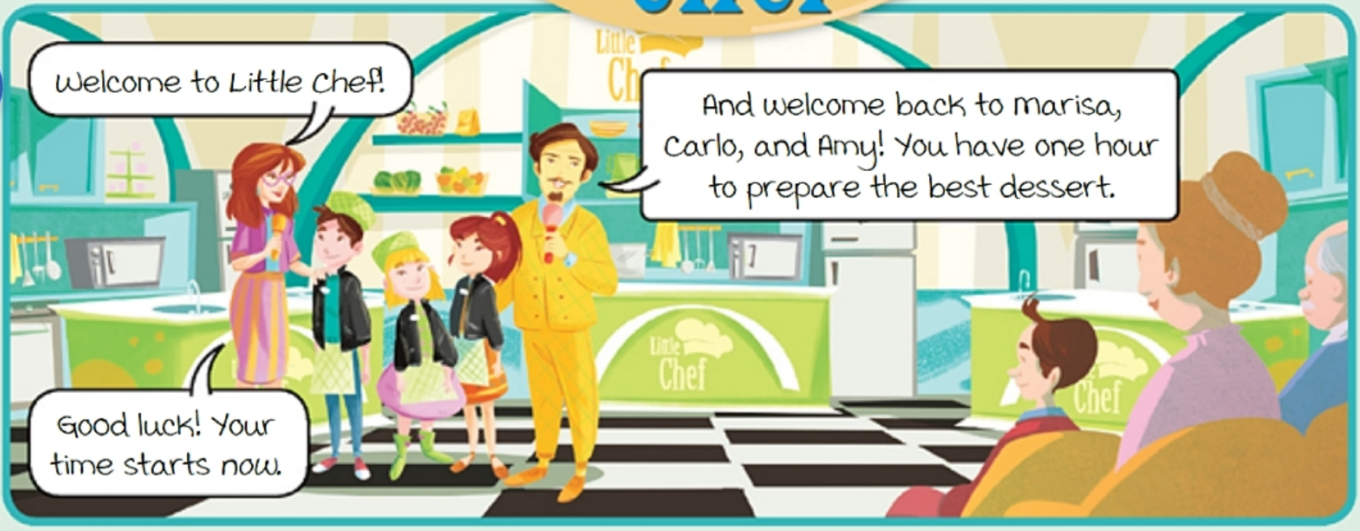
2 ____________________

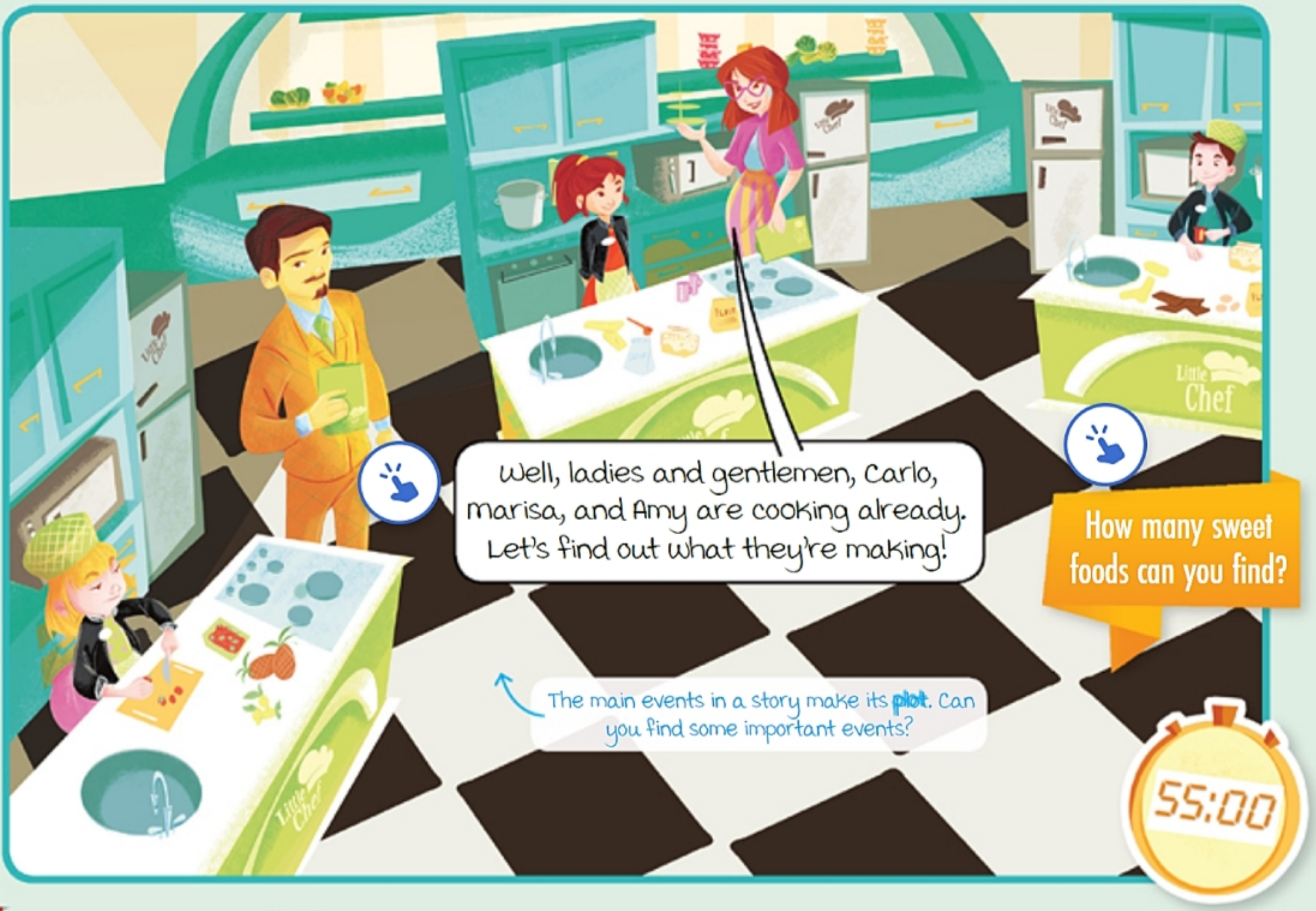
3 ____________________

Now read **Little Chef**

Fiction

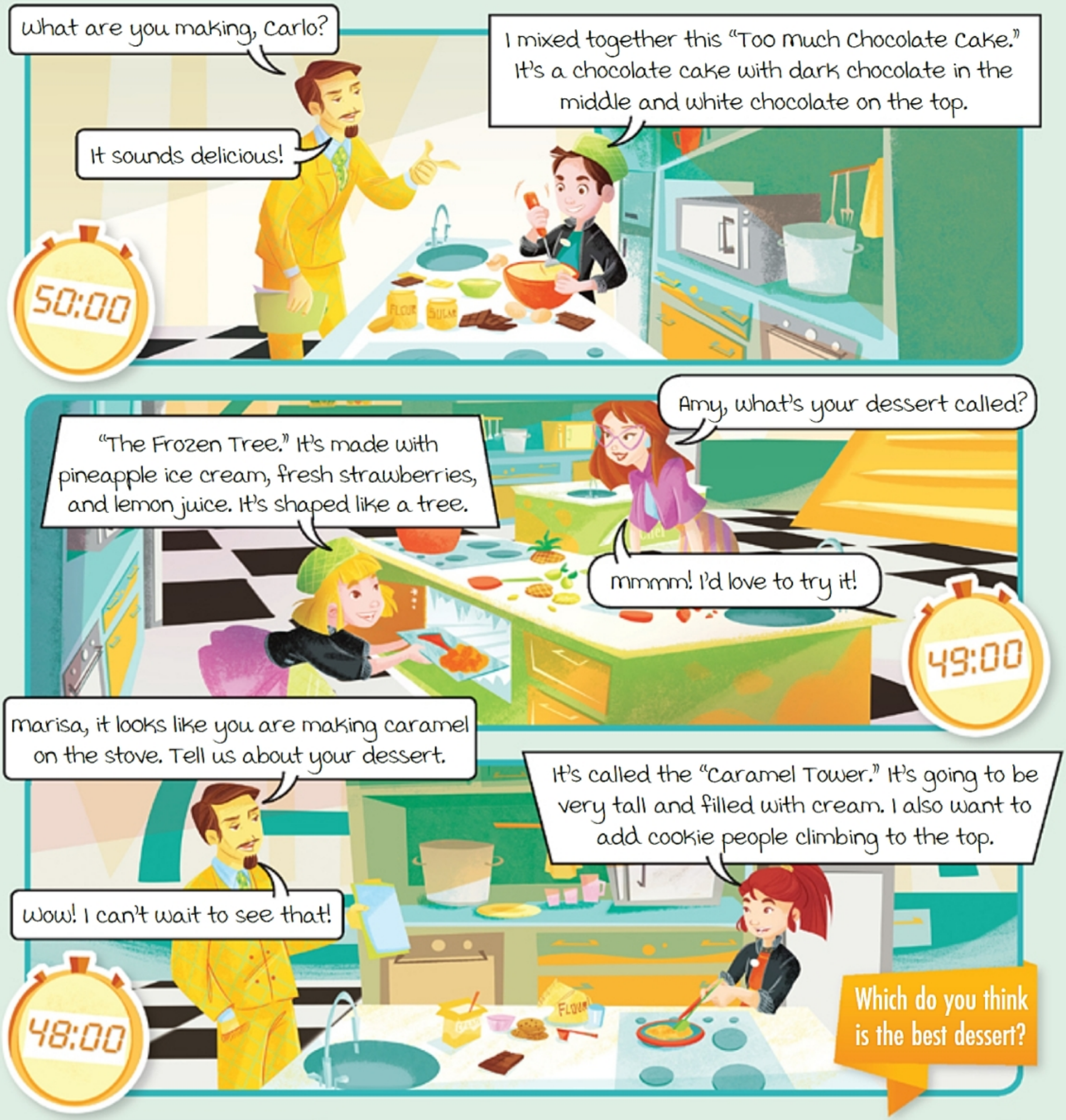
Little Chef


Welcome to Little Chef!
And welcome back to Marisa, Carlo, and Amy! You have one hour to prepare the best dessert.
Good luck! Your time starts now.


Well, ladies and gentlemen, Carlo, Marisa, and Amy are cooking already. Let's find out what they're making!
55:00

How many sweet foods can you find?

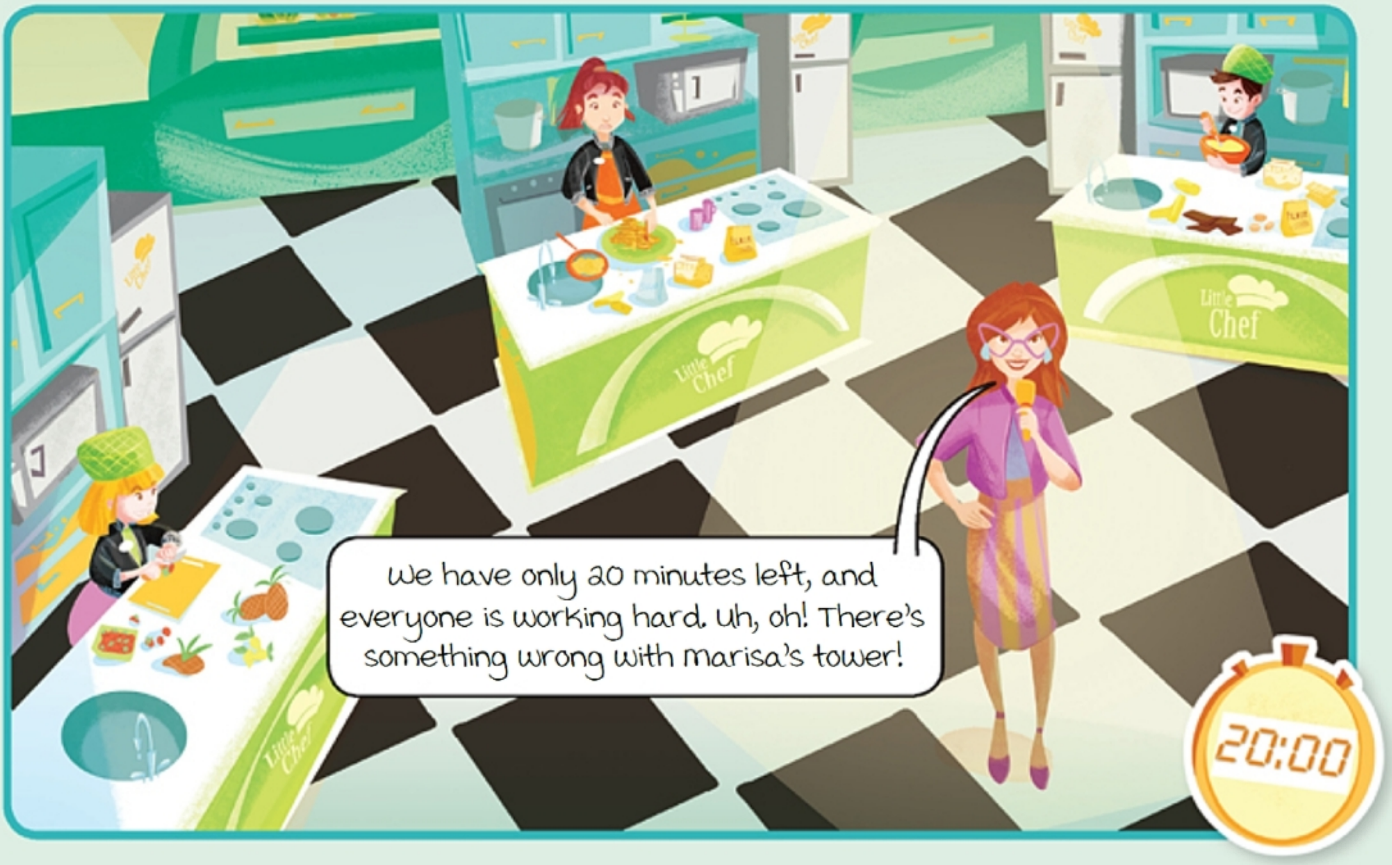
The main events in a story make its **plot**. Can you find some important events?

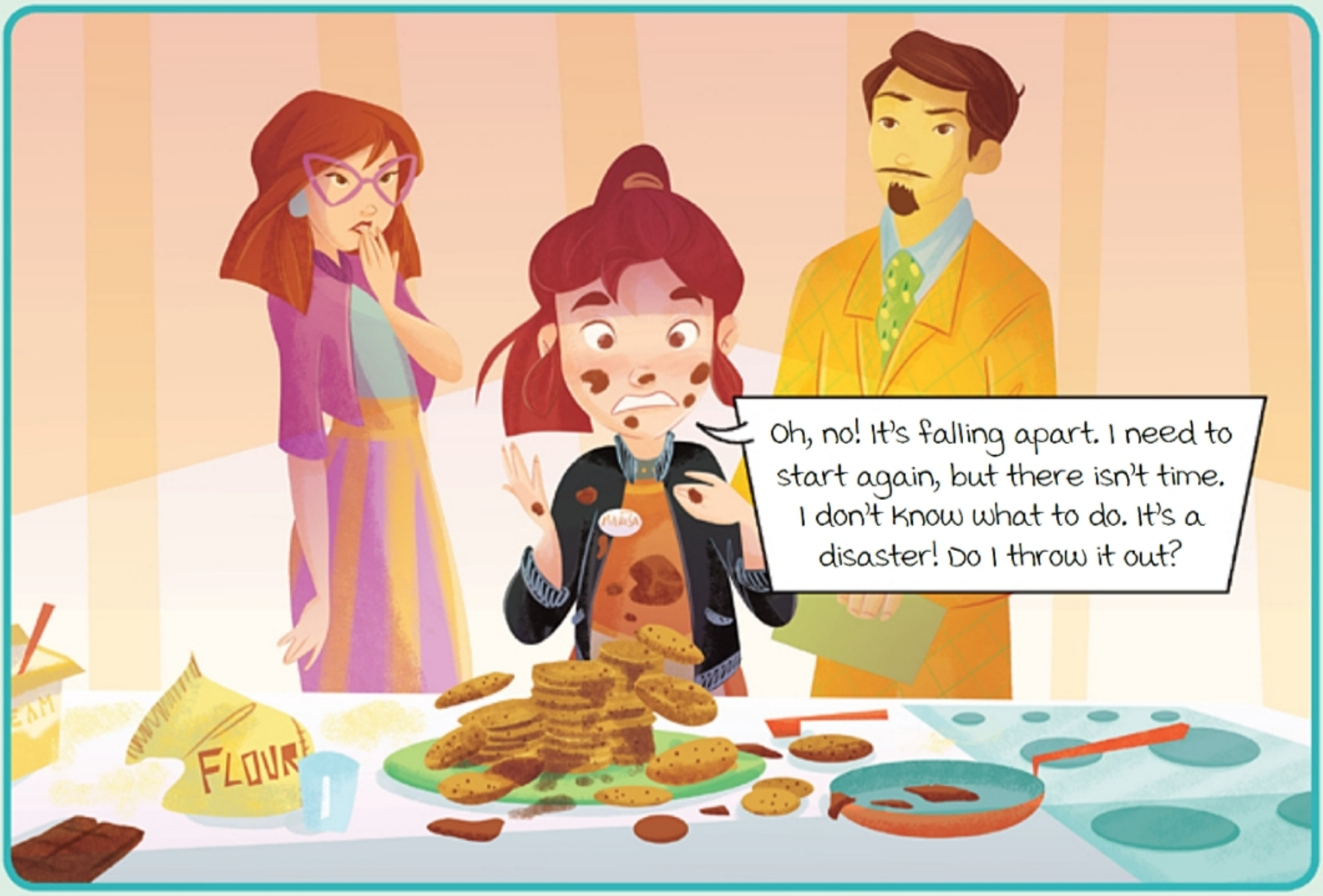

What are you making, Carlo?
I mixed together this "Too Much Chocolate Cake." It's a chocolate cake with dark chocolate in the middle and white chocolate on the top.
It sounds delicious!
50:00
FLOUR
SUGAR
Amy, what's your dessert called?
"The Frozen Tree." It's made with pineapple ice cream, fresh strawberries, and lemon juice. It's shaped like a tree.
Mmmm! I'd love to try it!
49:00
Marisa, it looks like you are making caramel on the stove. Tell us about your dessert.
It's called the "Caramel Tower." It's going to be very tall and filled with cream. I also want to add cookie people climbing to the top.
Wow! I can't wait to see that!
48:00
FLOUR
Which do you think is the best dessert?

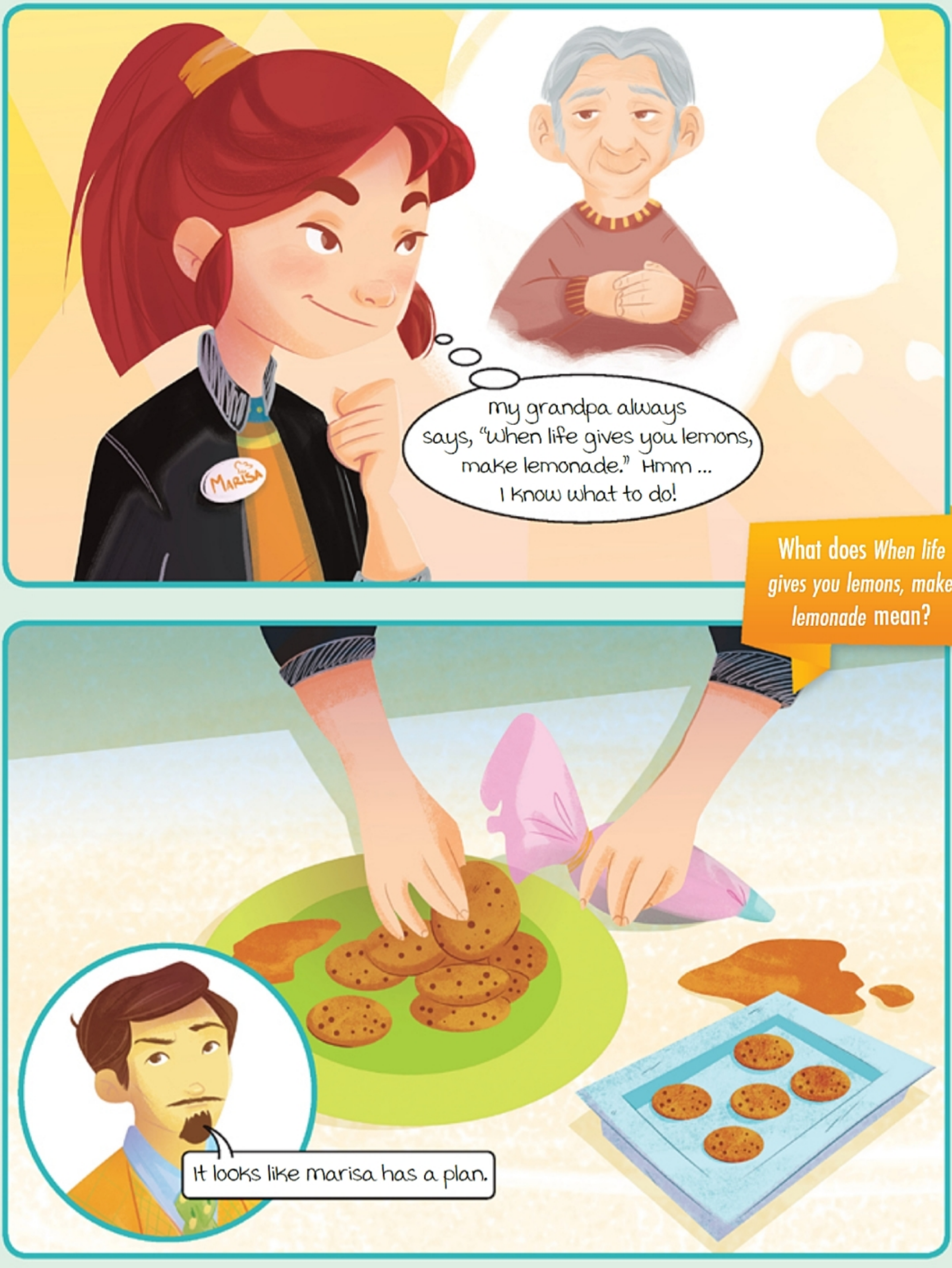
Words in Context

Find these words in the reading. What do you think they mean?

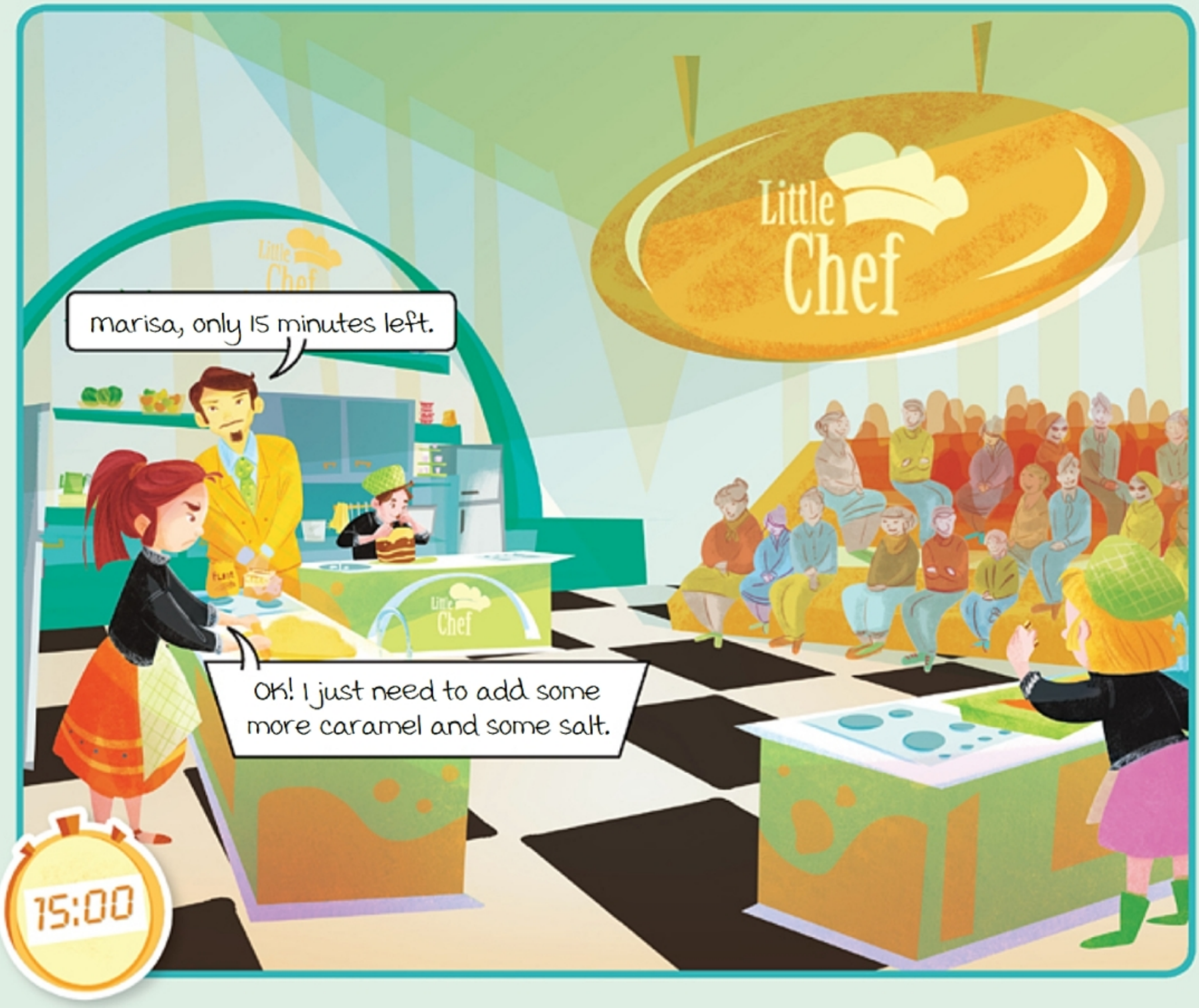
delicious **frozen** **caramel** **winner** **advice**

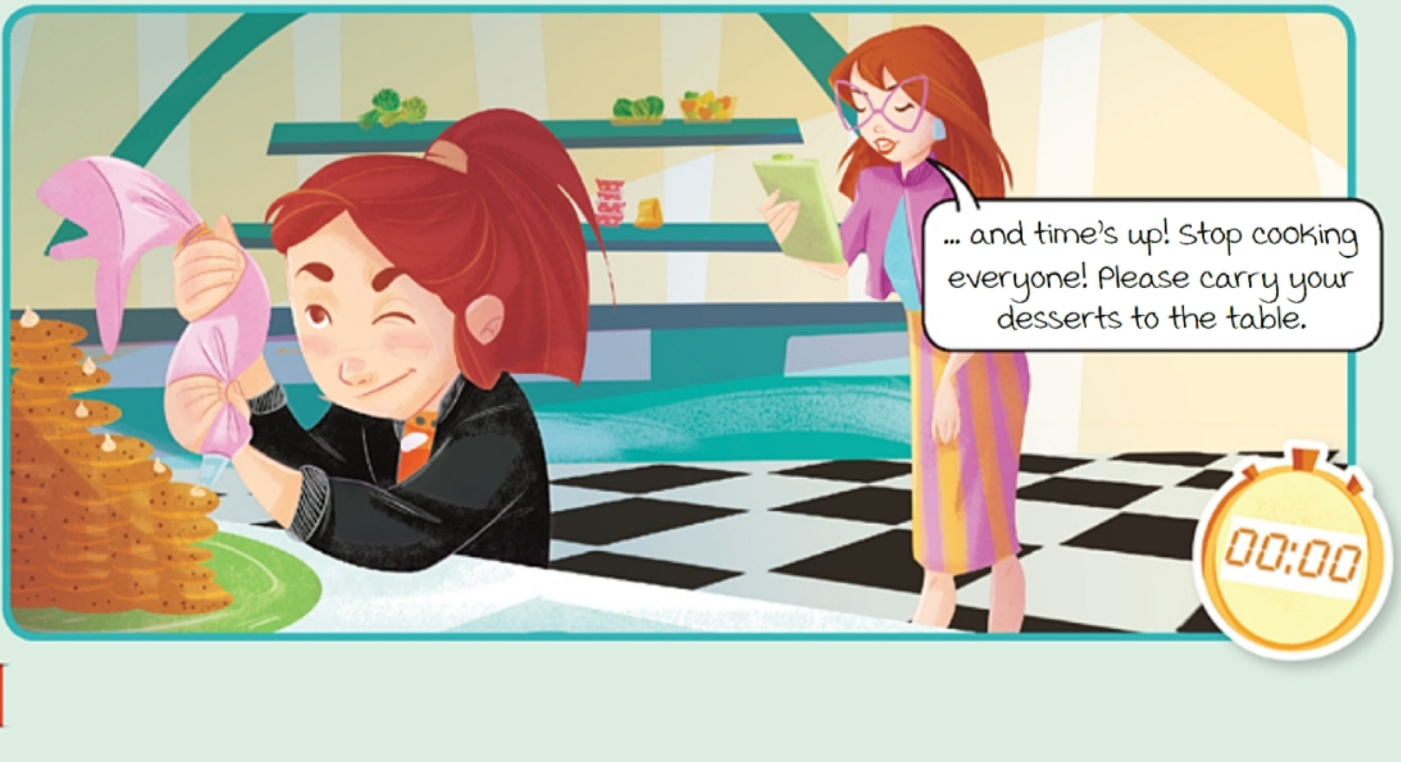

We have only 20 minutes left, and everyone is working hard. Uh, oh! There's something wrong with Marisa's tower!
20:00
Little Chef

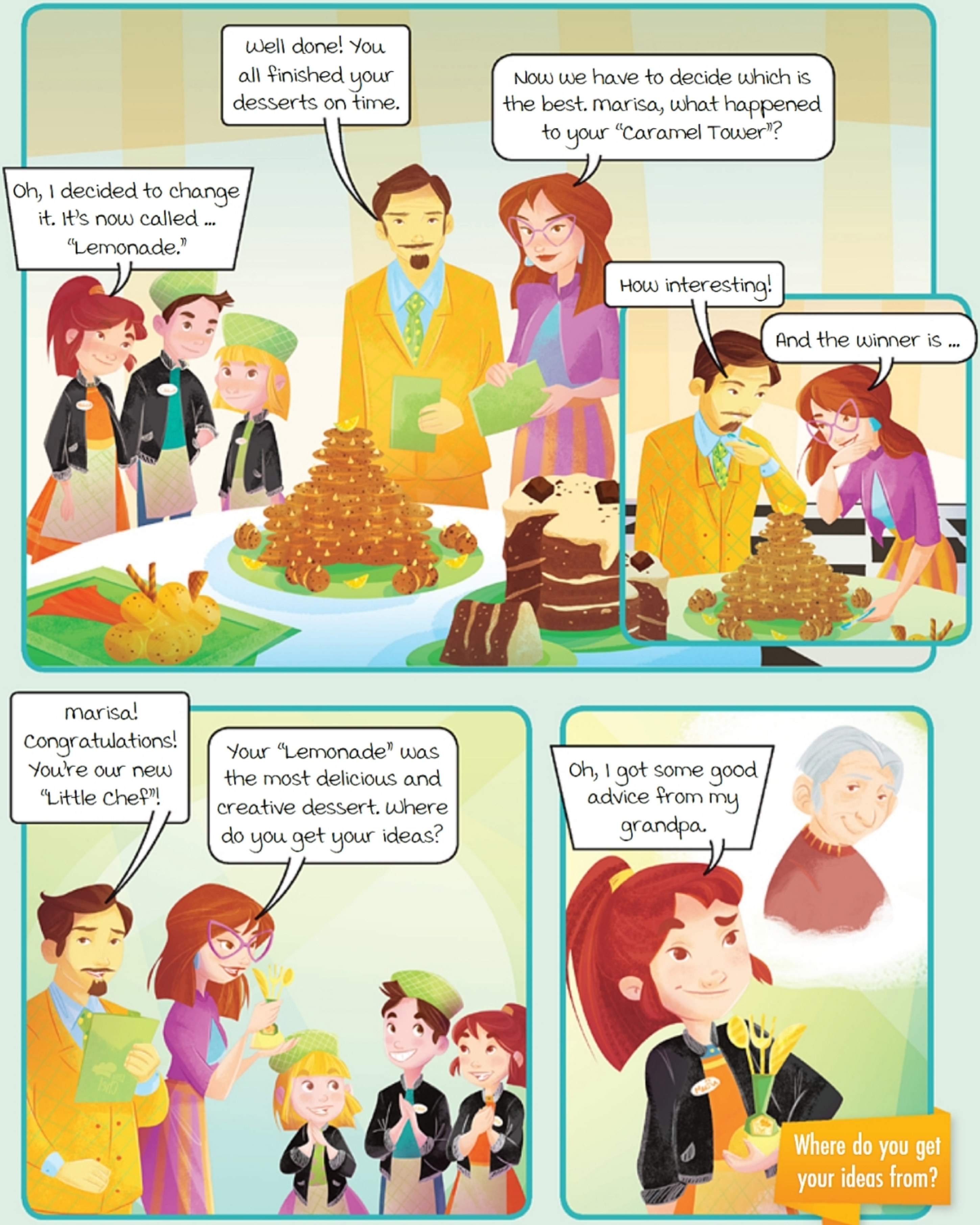

Oh, no! It's falling apart. I need to start again, but there isn't time. I don't know what to do. It's a disaster! Do I throw it out?
MARISA
FLOUR


MARISA
My grandpa always says, "When life gives you lemons, make lemonade." Hmm ... I know what to do!
It looks like Marisa has a plan.

What does *When life gives you lemons, make lemonade* mean?


Little Chef
Marisa, only 15 minutes left.
OK! I just need to add some more caramel and some salt.
15:00


... and time's up! Stop cooking everyone! Please carry your desserts to the table.
00:00


Well done! You all finished your desserts on time.
Now we have to decide which is the best. Marisa, what happened to your "Caramel Tower"?
Oh, I decided to change it. It's now called ... "Lemonade."
How interesting!
And the winner is ...
Marisa! Congratulations! You're our new "Little Chef"!
Your "Lemonade" was the most delicious and creative dessert. Where do you get your ideas?
Oh, I got some good advice from my grandpa.
Where do you get your ideas from?

Explore the Reading

A Read and choose.

1 The contestants have 20 / 40 / 60 minutes to make their dish.

2 Carlo's dessert has a lot of vanilla / chocolate / lemon juice.

3 Amy's dessert doesn't have mango / strawberries / pineapple.

4 Marisa's dessert is made of chocolate / ice cream / cookies.

5 Marisa won because her dessert was difficult to make / delicious / pretty.

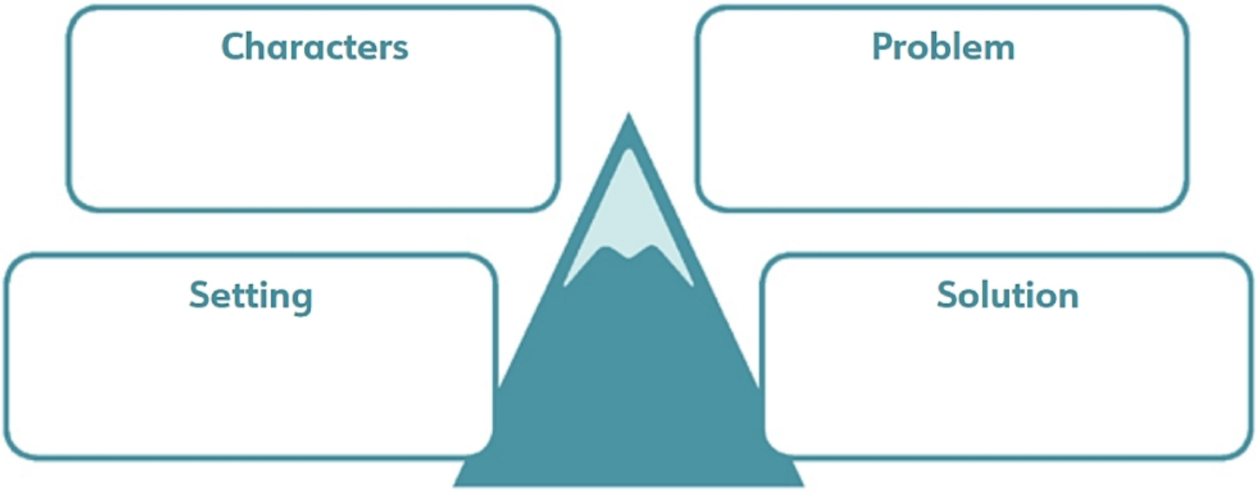
B Draw. Look through *Little Chef* for details about the desserts. What did they look like?

1 Carlo's dessert

2 Amy's dessert

3 Marisa's dessert

C Complete the story mountain for *Little Chef*. Then compare and discuss.



D Think and discuss. When Marisa had a problem, she thought about her grandpa. When you have a problem, who do you talk to?

I usually talk to ...

A Scan *Little Chef* and write the names of the desserts.

1 Carlo's dessert is called ______________________________.
2 Amy's dessert is called ______________________________.
3 Marisa's first dessert is called ______________________________.
4 Marisa's winning dessert is called ______________________________.

> When we **scan** a text, we read quickly to find answers to questions. We look for the information without reading every word. When we find the information, we read that whole sentence to learn more.

B Read the questions. Scan the paragraphs for the answers and write.

1 The number of people this article is about: ______________________
2 Mikaila's age when she took part in the competition: ______________
3 Mikaila was interested in: ______________________________
4 Mikaila's last name: ______________________________

Mikaila's Lemonade Story

Mikaila Ulmer was only four years old when she wanted to make a product for a children's business competition. But how did she decide what to make?

A few things helped Mikaila make a decision. First, she knew that she wanted to make something for Austin Lemonade Day. Then, a bee stung her twice. Mikaila didn't like the bee stings, but she became interested in bees and honey.

est.
'09
Me &
the Be
LEMONA

C Think and discuss. Imagine there is a children's business competition near you. What product would you make?

I'd make ...

Now read **Too Young to Cook?**

Nonfiction

TOO YOUNG TO COOK?

True Stories of Young Chefs

Mikaila Ulmer and Fraser Doherty love cooking. They both had great ideas that made them successful. Here are their stories:

Mikaila's Lemonade Story

Mikaila was only four years old when she wanted to make a product for a children's business competition. But how did she decide what to make?

A few things helped Mikaila make a decision. First, she knew that she wanted to make something for Austin Lemonade Day. Then, a bee stung her twice. Mikaila didn't like the bee stings, but she became interested in bees and honey.

Austin is in Texas, USA.

honey
lemon
flaxseed

Then, Mikaila's great granny Helen sent her family a cookbook that included an old, special recipe for flaxseed lemonade.

Mikaila decided to make a product that helped the honeybees and used her great granny Helen's recipe. She came up with Me & the Bees Lemonade: a cold drink made from lemons, flaxseed, and local honey.

Today, Mikaila has a big company. She sells her lemonade and gives money to organizations that help honeybees. In 2016, she made an $11 million deal to sell Me & the Bees Lemonade in 55 stores across the USA.

Why are bees important to the environment?

est. '09
Me & the Bees
LEMONADE
Cu
WE DAY

Words in Context

Find these words in the reading. What do you think they mean?

successful **flaxseed** **cookbook**
experimented **discovered** **elderly**

Fraser's Jam Story

One afternoon when Fraser Doherty was 14, his grandmother taught him how to make jam.

Fraser began to make jam in the evenings and on weekends. He sold his jam in his hometown, Edinburgh. Then he experimented with his grandmother's recipe, trying many different ways to make the jam. In 2006, he discovered a way to make jam with fruit but no extra sugar.

Edinburgh is in Scotland, UK.

Fraser called his jam "SuperJam." He worked hard to design an interesting logo and found a factory to make his jam. In 2009, a large grocery chain agreed to sell his jam in their stores.

In 2010, Fraser wrote *The SuperJam Cookbook*. He also started organizing free "SuperJam Tea Parties" for elderly people, like his grandmother, who live alone. They dance, have tea, and of course, eat SuperJam! Today, people can buy SuperJam in stores all over the world.

How often do you cook with your family?

The kitchen is a fun place! Maybe one day, you can start a business just like Mikaila and Fraser.

Explore the Reading

A Read and complete.

sugar **honeybees** ~~**bee stings**~~ **parties** **cookbook** **recipe**

1 Mikaila didn't like the bee stings, but she still wanted to help the bees.

2 Mikaila used her great granny's ____________ to make lemonade.

3 Fraser shared his jam recipes in a ____________ .

4 Mikaila wants to help save the ____________ because they're important.

5 Fraser's jam is different from his grandmother's because it has no ____________ .

6 Fraser's ____________ make elderly people happier.

B Think and write. What did Mikaila and Fraser learn from their grandmothers? Who do you learn from in your family?

1 Mikaila learned ______________________________

______________________________ from her grandmother.

2 Fraser learned ______________________________

______________________________ from his grandmother.

3 I learned ______________________________

______________________________ from my ______________________ .

C Think and discuss. Did you ever cook using a recipe? What did you make? How did it taste?

Last month, I used a recipe to make ...

I made ...

Spelling Pattern −*old*

Listen and write. Then check your answers.

1 g________ 2 c________ 3 t________ 4 h________ 5 f________

Now find more words ending with *old* in the reading.

Why is food important?

A Read and check (✓). What's true about the people from the readings?

	Marisa	Mikaila	Fraser
1 Cooking makes me rich.	○	○	○
2 I learned how to cook when I was young.	○	○	○
3 I learned to cook from my grandparents.	○	○	○
4 I like to help others.	○	○	○

B Think and write. Why is food important? Make a list.

- ______________________
- ______________________
- ______________________

C Think and discuss. What's your family's favorite recipe? What are the ingredients? Do a Three-step Interview.

my family's favorite recipe is ...

The ingredients are ...

My Reading Journal

Write three interesting things from this unit.

1 ______________________

2 ______________________

3 ______________________

What recipe do you want to make at home?

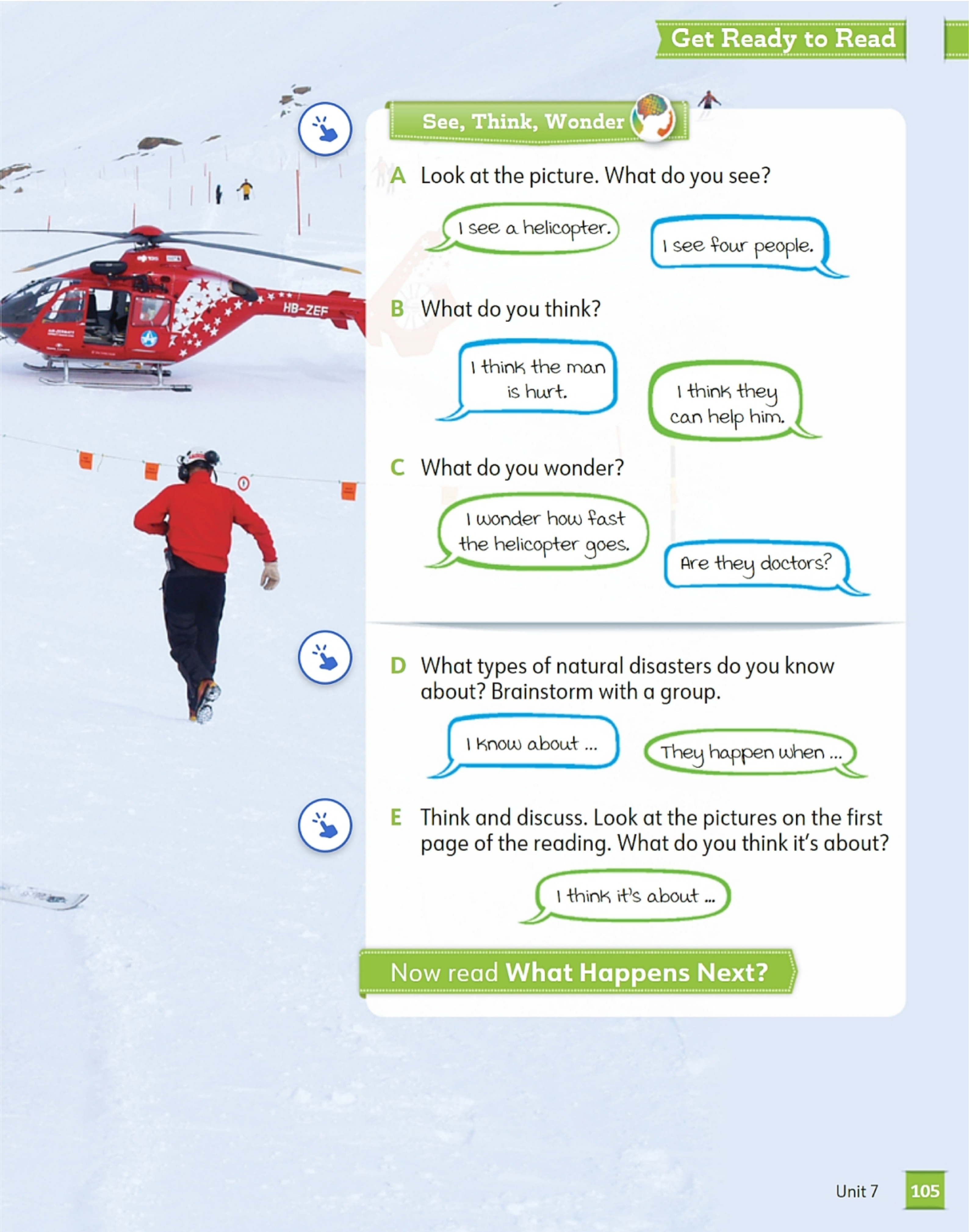
I want to make ______________________ .

UNIT 7

How Can We Help?

Kumme-Bahn
Patrullarve
Zermatt

Activating Prior Knowledge About Natural Disasters and Helping Others



Get Ready to Read

See, Think, Wonder

A Look at the picture. What do you see?

I see a helicopter.

I see four people.

B What do you think?

I think the man is hurt.

I think they can help him.

C What do you wonder?

I wonder how fast the helicopter goes.

Are they doctors?

D What types of natural disasters do you know about? Brainstorm with a group.

I know about ...

They happen when ...

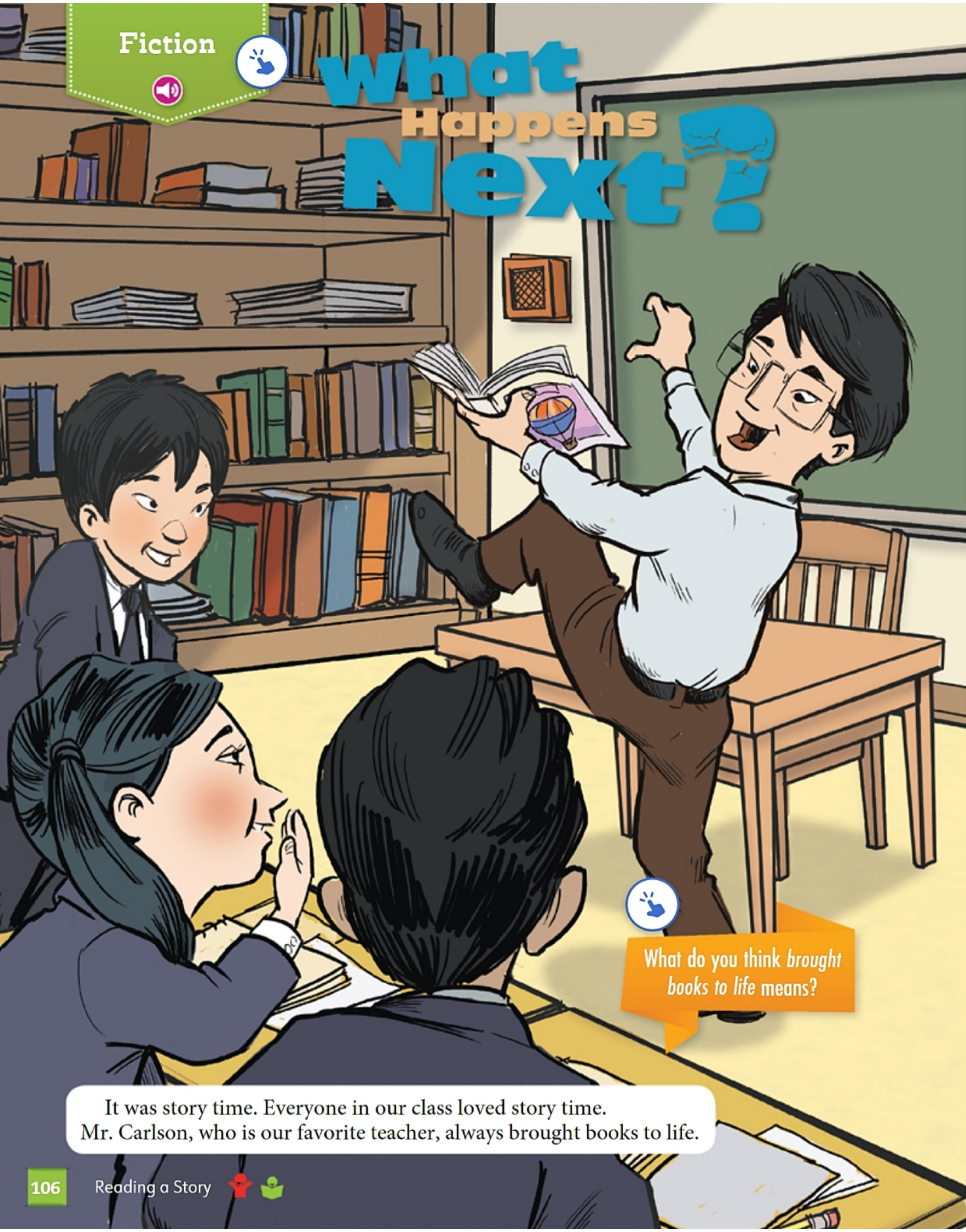
E Think and discuss. Look at the pictures on the first page of the reading. What do you think it's about?

I think it's about ...

Now read **What Happens Next?**

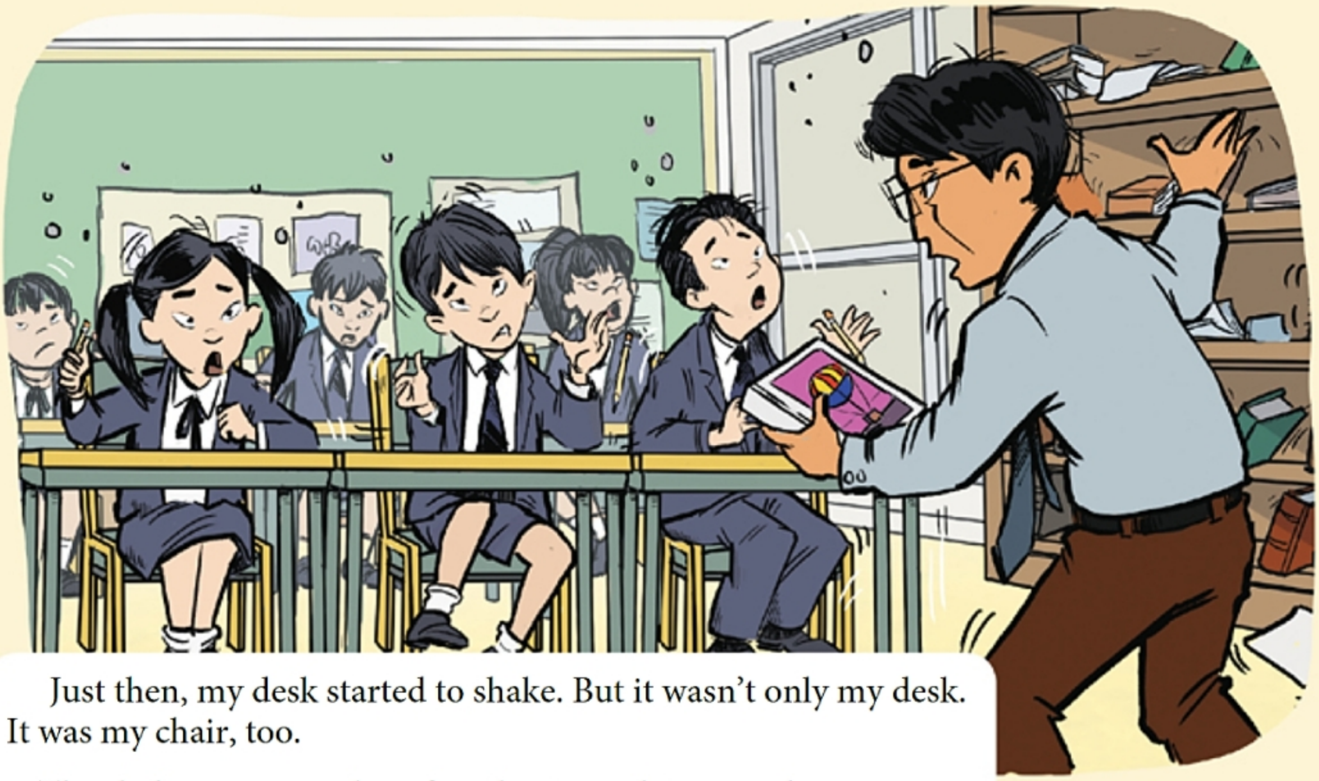
Fiction

What Happens Next?



What do you think *brought books to life* means?

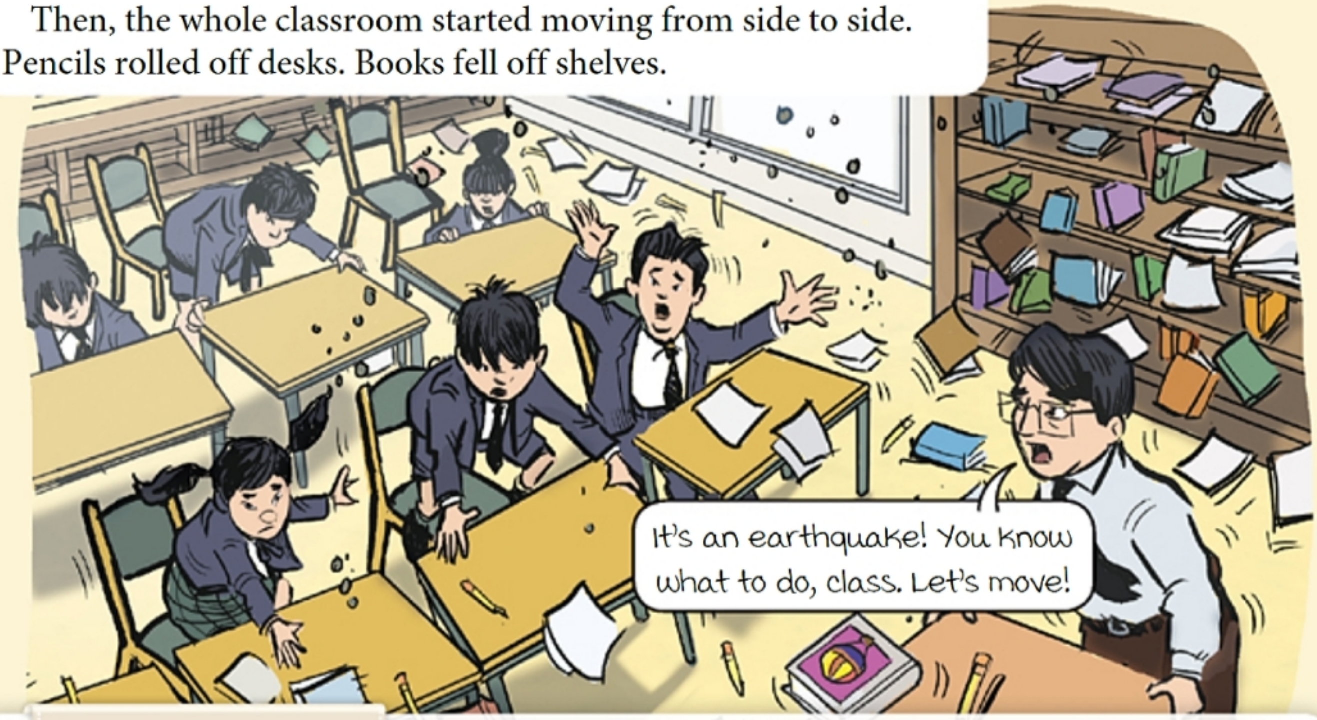
It was story time. Everyone in our class loved story time. Mr. Carlson, who is our favorite teacher, always brought books to life.



Just then, my desk started to shake. But it wasn't only my desk. It was my chair, too.

The shaking was gentle at first, but it got bigger and stronger.

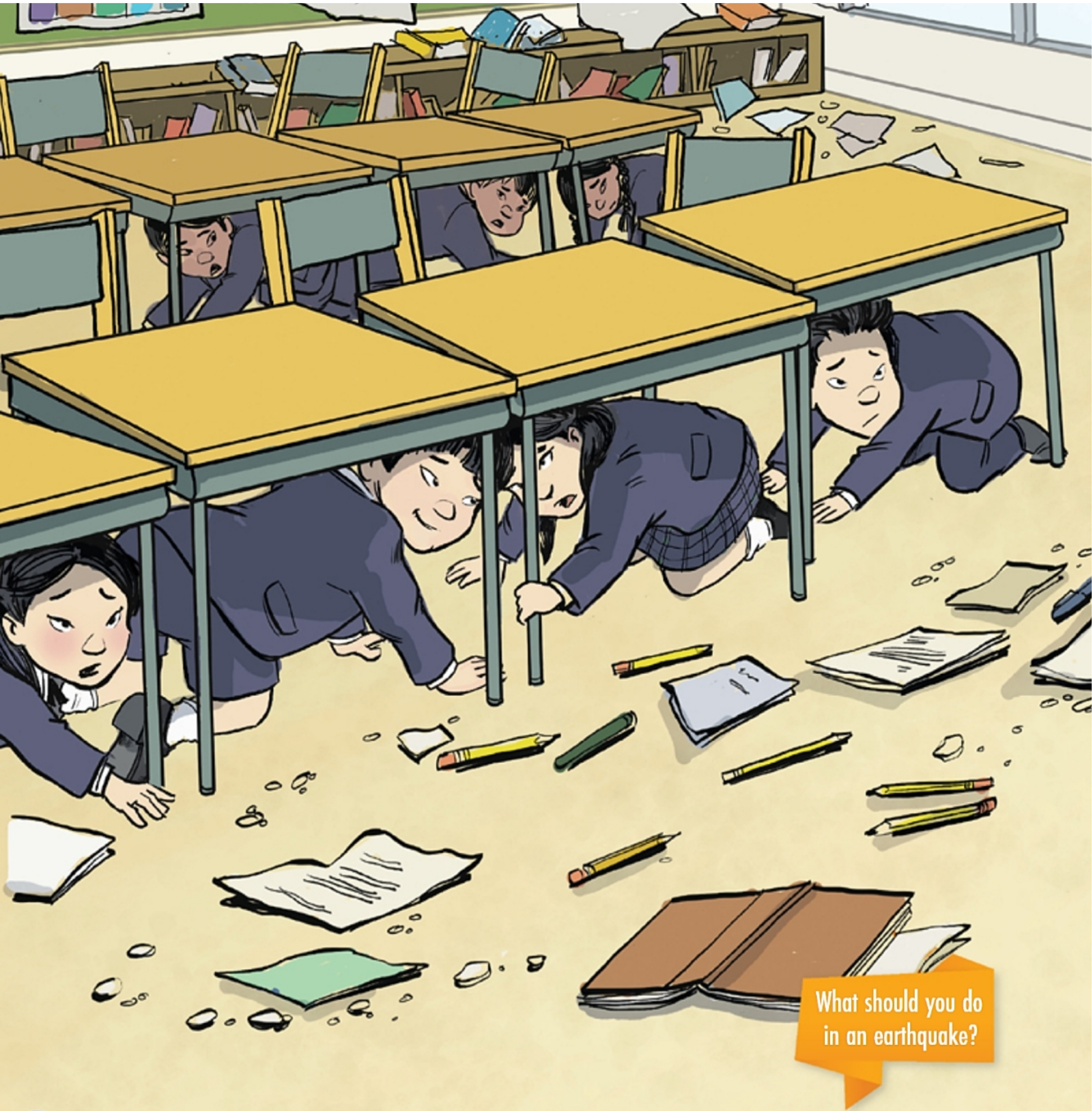
Then, the whole classroom started moving from side to side. Pencils rolled off desks. Books fell off shelves.


It's an earthquake! You know what to do, class. Let's move!

Words in Context

Find these words in the reading. What do you think they mean?

gentle **crawl** **hot-air balloon** **rope** **loudspeaker**

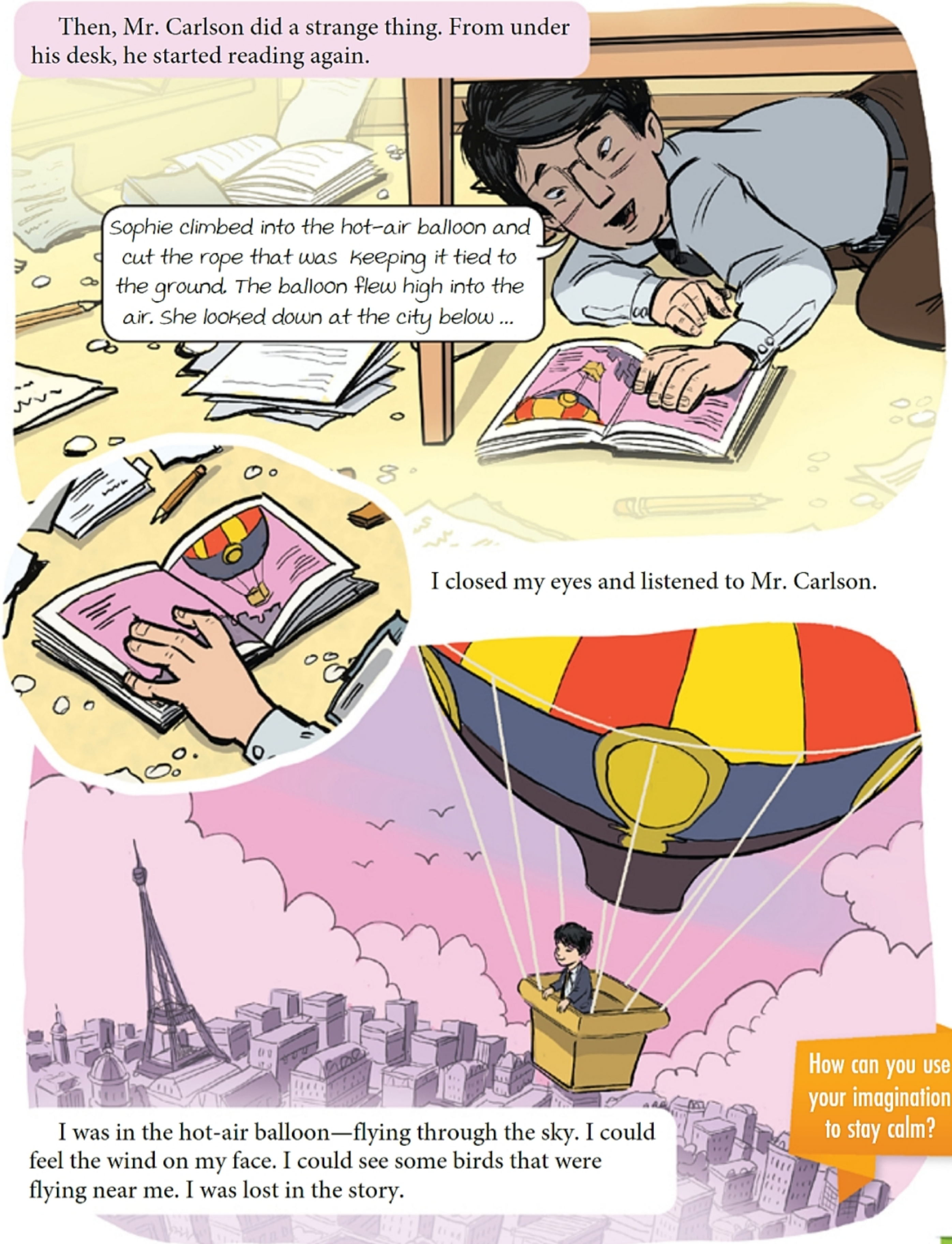


What should you do in an earthquake?

Of course, we remembered what to do in an earthquake. We often practiced: stay calm, get on the ground, and crawl under something strong.

Soon, we were all under our desks. Everyone was scared. I looked at my twin sister Aiko, who was holding onto the legs of her desk. I smiled to help her feel less scared.

This kind of story is called **realistic fiction**. It's made up, but it could happen.



Then, Mr. Carlson did a strange thing. From under his desk, he started reading again.

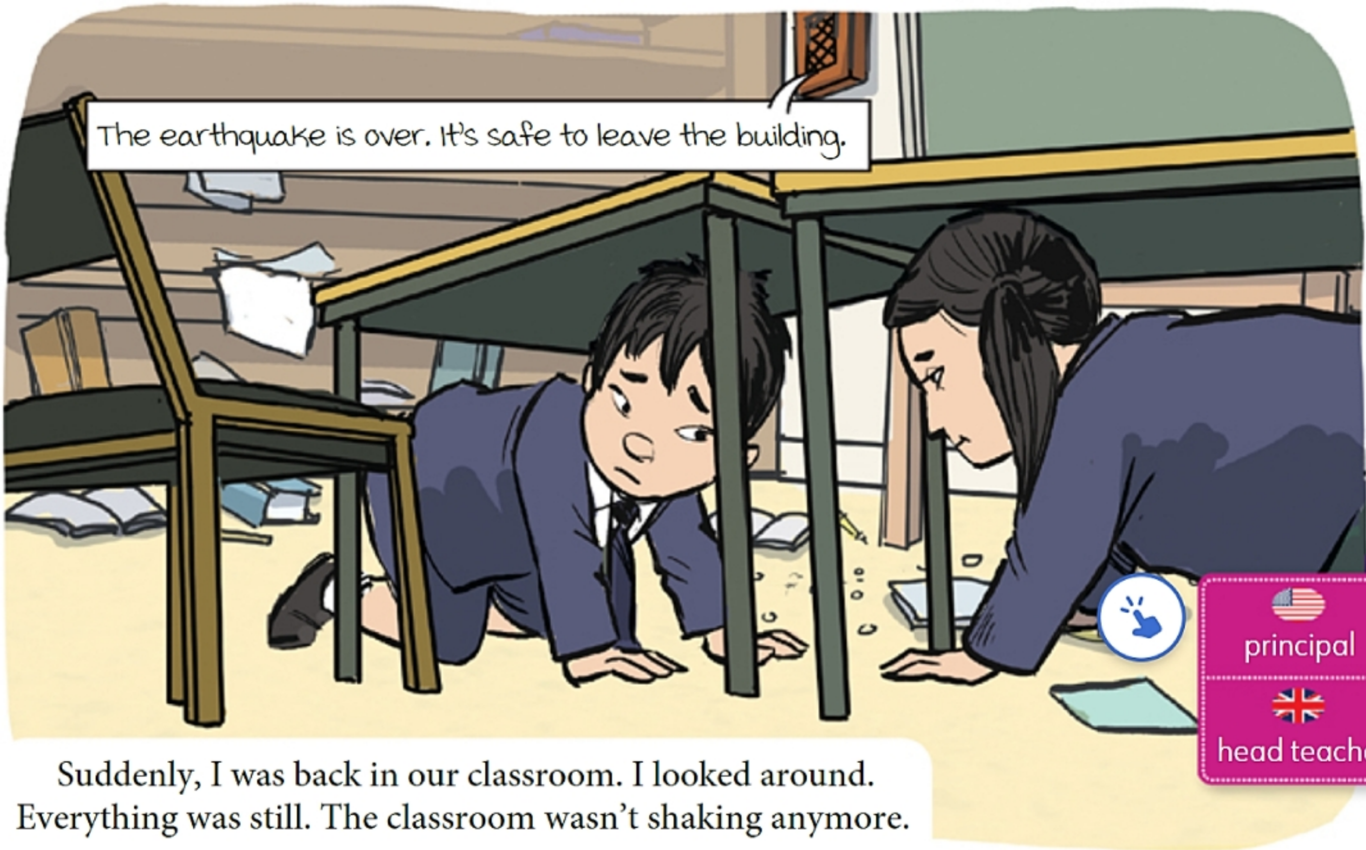
Sophie climbed into the hot-air balloon and cut the rope that was keeping it tied to the ground. The balloon flew high into the air. She looked down at the city below ...

I closed my eyes and listened to Mr. Carlson.

I was in the hot-air balloon—flying through the sky. I could feel the wind on my face. I could see some birds that were flying near me. I was lost in the story.

How can you use your imagination to stay calm?

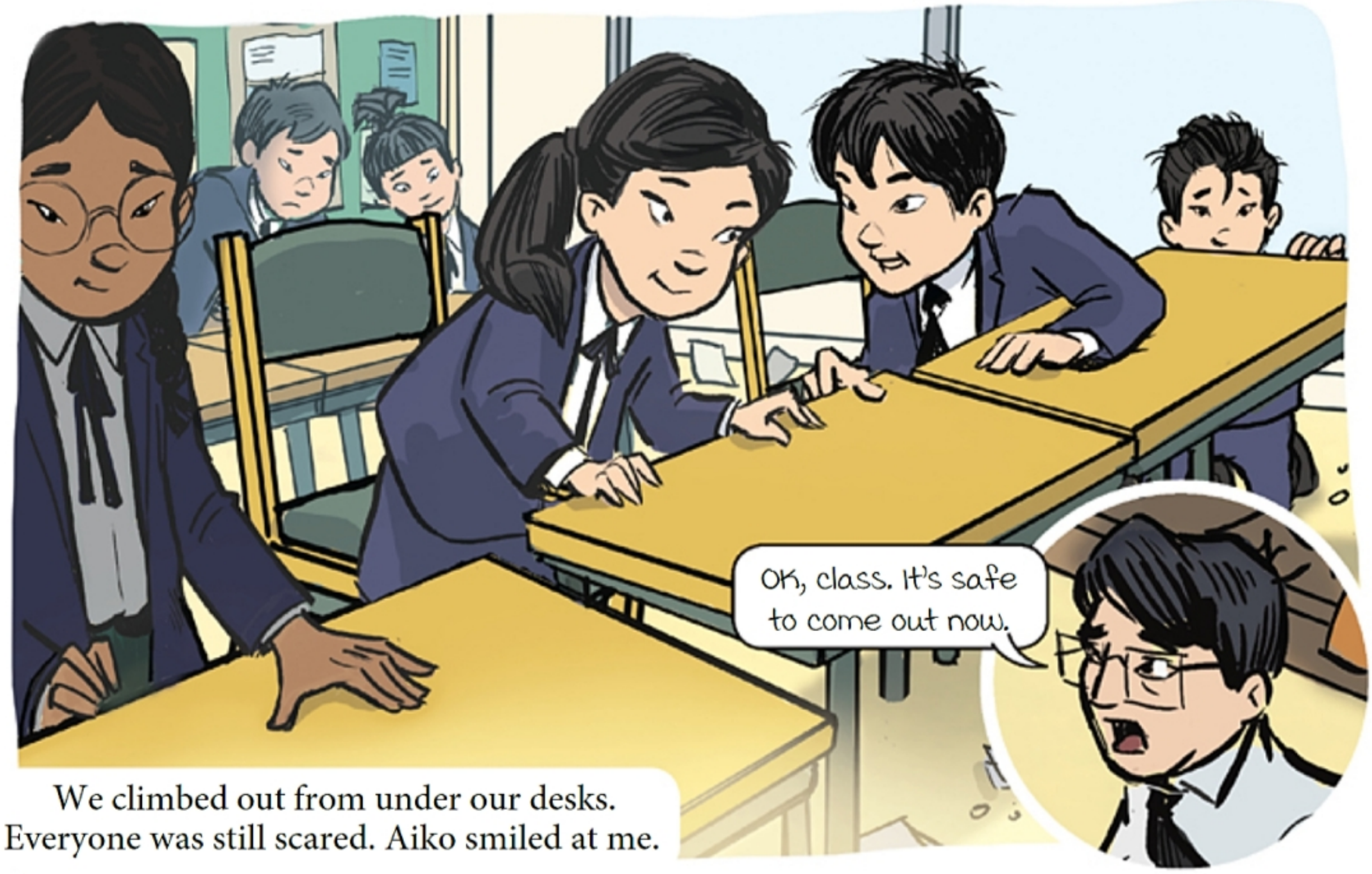
Then we heard the principal's voice on the loudspeaker.


The earthquake is over. It's safe to leave the building.

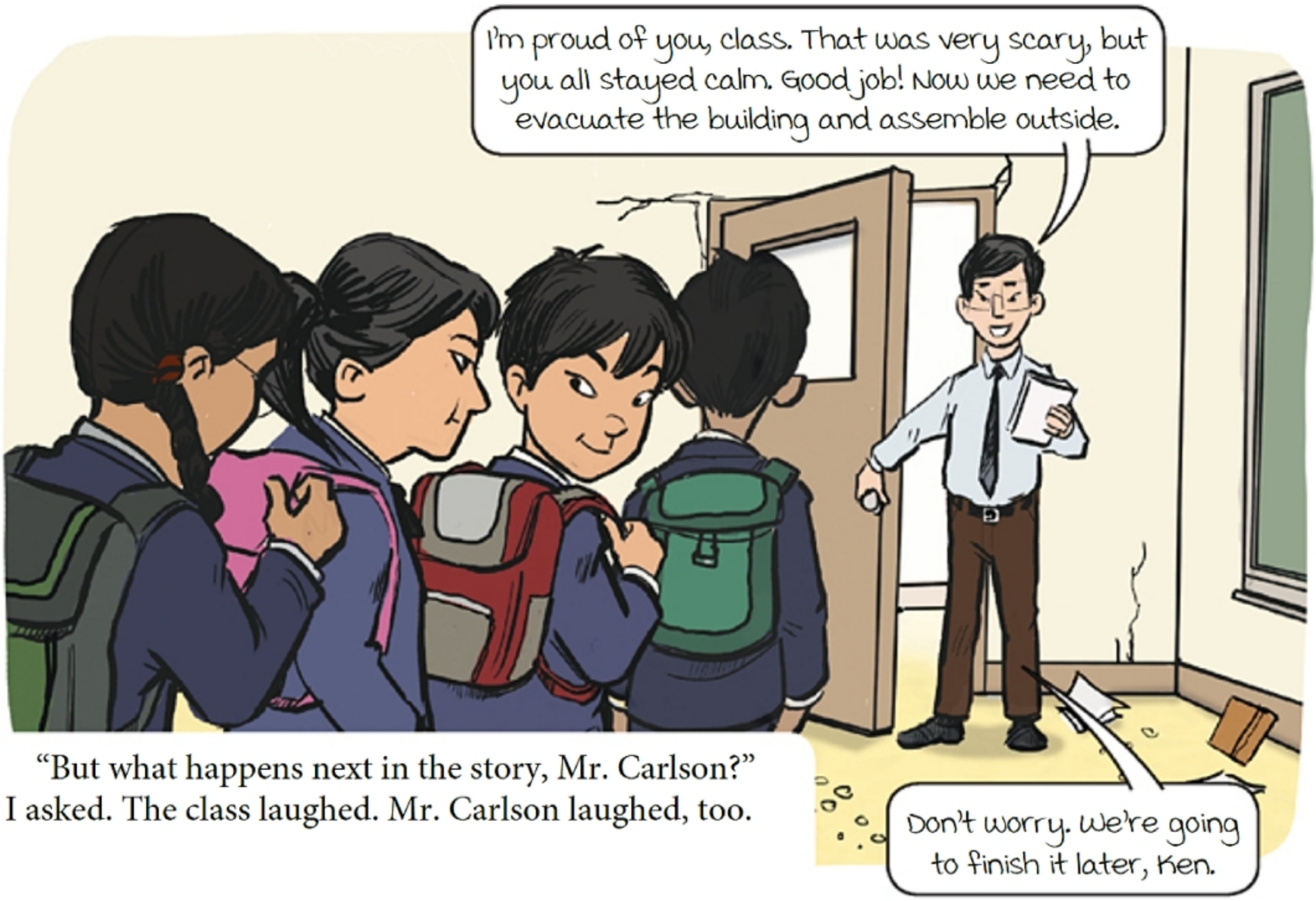
principal

head teacher

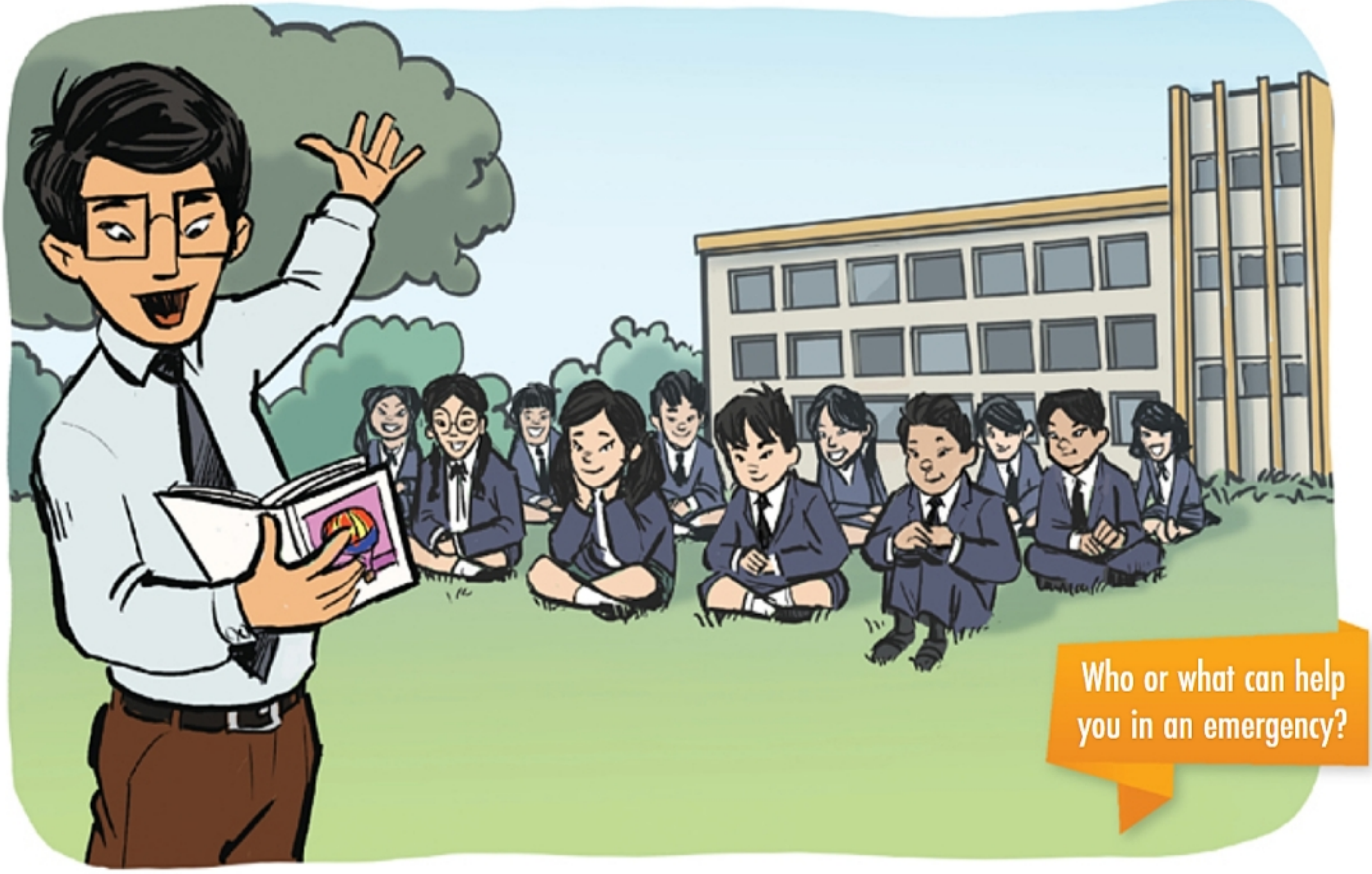
Suddenly, I was back in our classroom. I looked around. Everything was still. The classroom wasn't shaking anymore.


OK, class. It's safe to come out now.

We climbed out from under our desks. Everyone was still scared. Aiko smiled at me.


I'm proud of you, class. That was very scary, but you all stayed calm. Good job! Now we need to evacuate the building and assemble outside.
Don't worry. We're going to finish it later, Ken.

"But what happens next in the story, Mr. Carlson?" I asked. The class laughed. Mr. Carlson laughed, too.

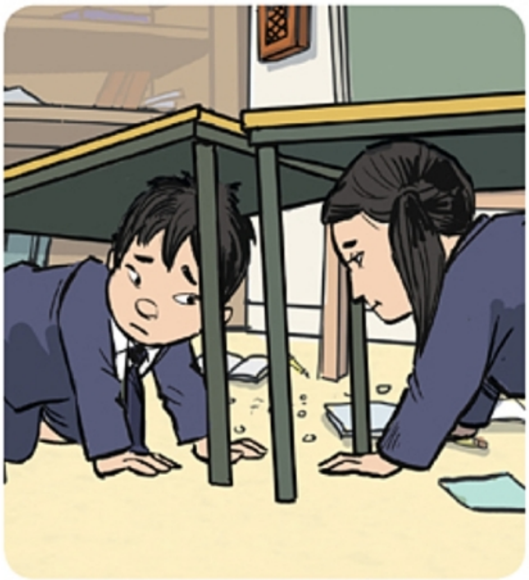


Who or what can help you in an emergency?

[redacted]

Explore the Reading

A Put these events from the story in order. Then retell the story to a partner.



☐ The classroom wasn't shaking anymore.

☐ Soon, we were all under our desks.

☐ Then, Mr. Carlson did a strange thing. From under his desk, he started reading again.

☐ The whole classroom started moving from side to side. Pencils rolled off desks. Books fell off shelves.

☐ "But what happens next in the story?" I asked. The class laughed.

B Think and complete the graphic organizer. How did the class stay calm? Use details from the story.

How the Class Stayed Calm

C Write and discuss. When an emergency happens, what can you do to stay calm?

A Look at the title and picture below. Write what the reading is about. Then read and write why the reading is useful.

This reading is about ______________________________.

Tsunamis

Tsunamis are huge waves caused by underwater earthquakes. They can be very dangerous. To prepare for a tsunami, first find out about your town's plans for natural disasters. Is there a safe place to go? Make a plan for the best way to get there. Always keep a bag packed with things you will need, like food, water, and warm clothes.

TSUNAMI HAZARD ZONE
IN CASE OF EARTHQUAKE GO TO HIGH GROUND OR INLAND

This reading is useful because ______________________________.

Using what we know about a reading helps us make stronger conclusions. We make **predictions** *before* we read. We use the pictures and titles to make guesses.

We make **inferences** *after* we read. We read all the words and look at the pictures. Then we think about the reading and make more guesses.

B Think and write. Look at *Animals to the Rescue*. Predict what the reading is about.

I think it's about ______________________________

C Scan *Animals to the Rescue*. Write two animals that work. Predict their jobs.

Animal	Its Job

Now read **Animals to the Rescue**

Nonfiction

ANIMALS TO THE RESCUE

After a natural disaster, rescue workers have to work very quickly to find people who are hurt. They need to save people's lives. But when a building falls down, how do the rescue workers find the people who are trapped underneath? One solution is to use special search and rescue dogs.

People who train search and rescue dogs are called dog handlers. They train the dogs for 2 to 3 years. Dogs can smell very well. They can use their noses to find things, other animals, and people.

Some scientists think a dog's sense of smell is 10,000 times stronger than a human's!

Why do people sometimes need animals in a natural disaster?

Dogs can fit into very small spaces, so they can search in rubble more easily than people can.

The handlers take the dogs to the disaster zone and watch carefully to see where they go. The dogs really like finding people.

In April 2015, there was a huge earthquake in Nepal. Many people died. Search and rescue dogs worked hard to find survivors. Five days after the earthquake, dogs helped to find a 15-year-old boy who was trapped under a building and couldn't get out. He was still alive!

Words in Context

Find these words in the reading. What do you think they mean?

search **train** **rubble** **survivors** **trapped** **safety** **stuck**

Dogs aren't the only animals that help humans in an emergency.

Sometimes, after a big emergency, cars and trucks can't reach the disaster area. One solution is to use search and rescue horses.

Horses can travel a long way over difficult ground. They can see well, and they can hear and smell better than humans. The rescue workers watch their horses carefully. Sometimes, the horses find survivors before the people do.

Horses can also carry radios and other useful things. When the rescue workers arrive, they can help survivors and bring them to safety.

Horses' ears can turn to hear noises better.

🇺🇸 truck

🇬🇧 lorry

Wild animals can be heroes, too.

In 2009, a swimmer in China was stuck underwater. She couldn't move her legs, and she had no air. A whale pushed her up and saved her life.

In 2004 in New Zealand, some dolphins swam around a group of swimmers and saved them from a shark.

In an emergency, sometimes animals can help. They can even save lives.

Do you think dolphins and whales make good rescue animals?

Explore the Reading

A Think and check (✓). Why are these animals good for search and rescue?

1 Dogs are good for search and rescue because ...

a. they have a strong sense of smell. ○
b. they like going for walks. ○
c. they can fit into small spaces. ○
d. people can train them. ○
e. they make good pets. ○

2 Horses are good for search and rescue because ...

a. they have tails. ○
b. they can hear well. ○
c. they can carry useful things. ○
d. they can travel a long way. ○
e. they like eating grass. ○

B Think and discuss. Look back at your predictions on page **113**. Were they correct?

Yes, I was right because ...

No, my prediction was ...

C Think, write, and discuss. How do you think the author feels about animals? Make an inference and give an example from the reading.

I think ____________ because the author said ______________________________.

D Choose and write. Do you think being a rescue worker is hard work? Why or why not?

I think it is / isn't hard work because ______________________________

______________________________.

Spelling Pattern *–ly*

Listen and write. Then check your answers.

1 f________ 2 f________ 3 q________ 4 e________ 5 h________

Now find more words ending with *ly* in the reading.

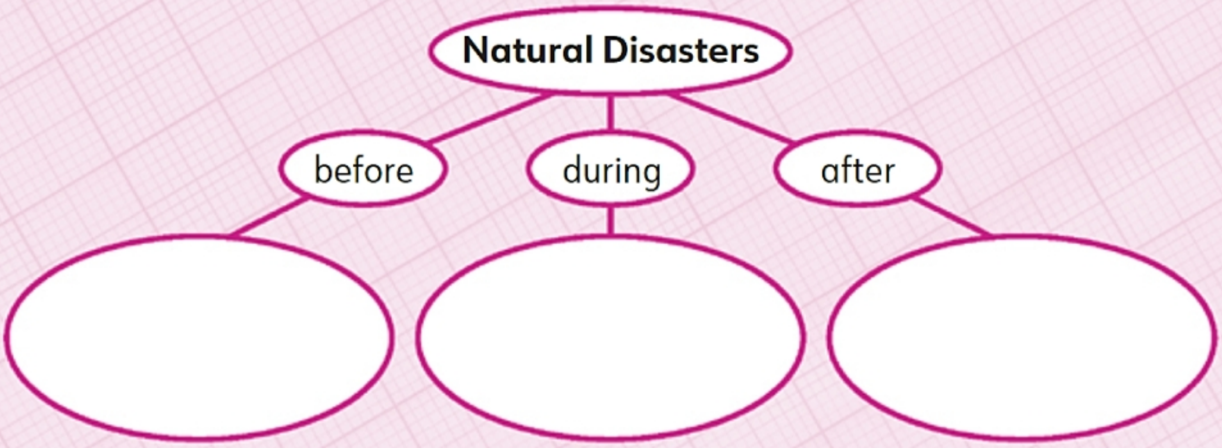
How can we help each other in an emergency?

A Think and discuss. Look at both readings. How do people or animals work together in an emergency?

Mr. Carlson and his class ...

Dogs and people ...

B Think about natural disasters. How can you help? Complete the graphic organizer with a partner.



C Look at the graphic organizer in **B**. Do a Rally Robin.

We think you should ...

You can ...

My Reading Journal

Look back at the unit. Which part did you find the most interesting? What did you learn?

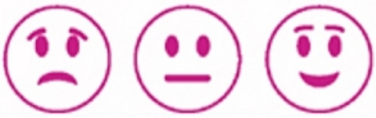
The most interesting part was ______________________________

______________________________.

I learned ______________________________

______________________________.

Now look back at the activities. How did you do? Color one face. Then write why.



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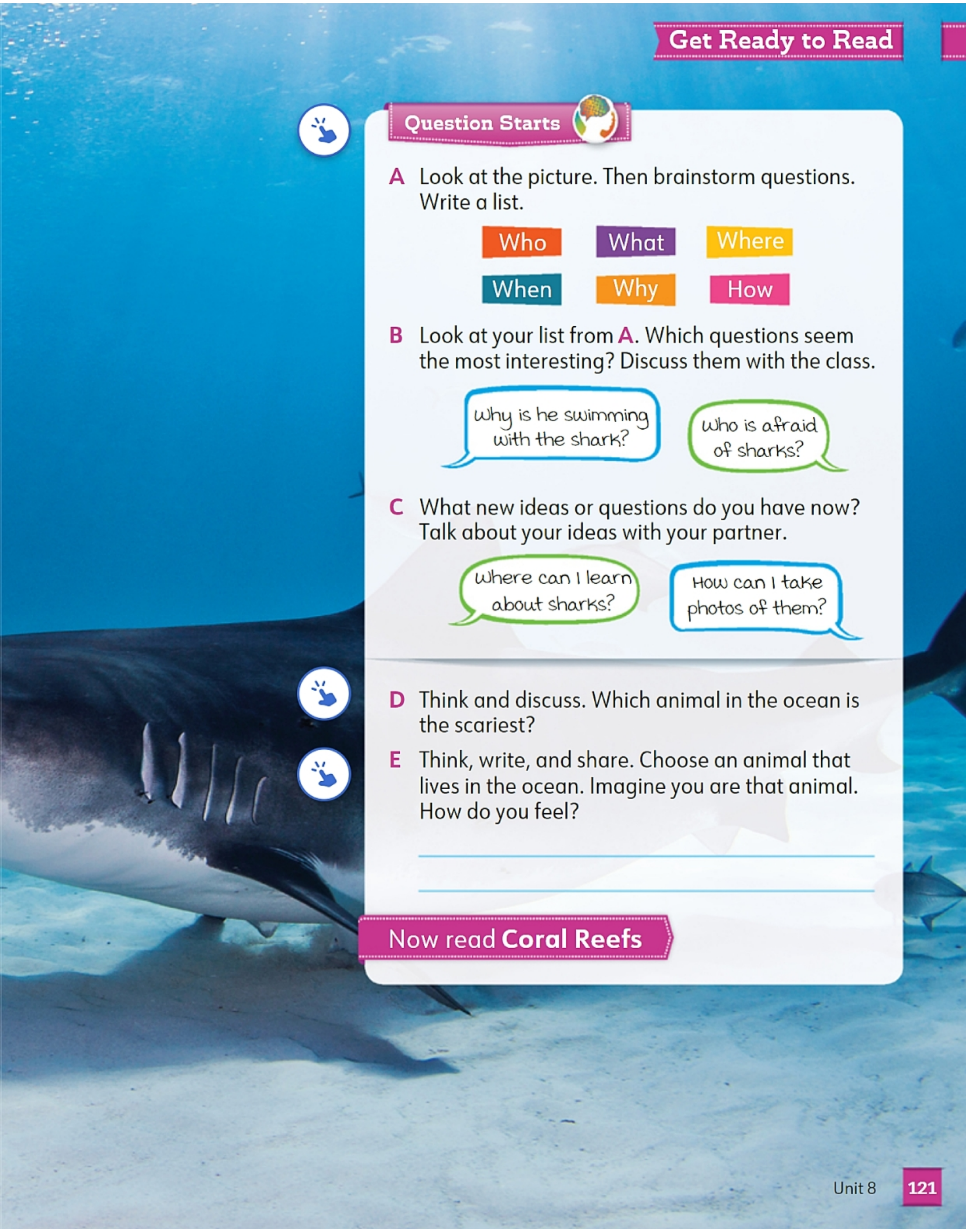
UNIT 8

Under the Sea



Get Ready to Read

Question Starts

A Look at the picture. Then brainstorm questions. Write a list.

Who What Where

When Why How

B Look at your list from **A**. Which questions seem the most interesting? Discuss them with the class.

Why is he swimming with the shark?

Who is afraid of sharks?

C What new ideas or questions do you have now? Talk about your ideas with your partner.

Where can I learn about sharks?

How can I take photos of them?

D Think and discuss. Which animal in the ocean is the scariest?

E Think, write, and share. Choose an animal that lives in the ocean. Imagine you are that animal. How do you feel?

Now read **Coral Reefs**

Nonfiction

Coral Reefs

A World of Tiny Animals

There are fish, sharks, and whales in the world's oceans, but did you know there are also animals that look like mushrooms, trees, brains, and fingers? These are all coral!

There are two types of coral: soft and hard. Both are made of tiny animals called polyps.

Polyps are like jellyfish, but they don't swim. They stick to rocks, and after hundreds of years, they grow together and make a coral reef.

Coral get their bright colors from algae, very small plants that live inside the polyps. Algae need sunlight to grow, so they can only live in shallow water.

Coral polyps up close

Look for **captions** under pictures. What information do they give you?

Reefs as Shelter

Fish and other creatures such as sea turtles, starfish, and urchins need coral for food and shelter. The coral reefs protect small fish. The reef is their home. Some fish find food there when they are young, but leave the reef when they're old enough to swim away.

About two million species live in, on, and around coral reefs. That's 25 percent of all sea creatures!

Are Coral Reefs in Danger?

Today, all around the world, coral reefs are in danger. Here are three of the reasons:

- The sea is getting warmer. For coral to be healthy, the seawater can't be too cold or too hot. When the water is hotter than 28°C, the algae leave the reefs. This is why the coral are losing their color. When coral become white, they can die.
- The waste from big cities, including dangerous chemicals, often goes into the sea. Then the seawater becomes dirty and the coral don't get the sunlight they need.
- People who visit the reefs can touch the coral and damage them.

White, or bleached, corals

Protecting Coral Reefs

In many parts of the world, however, people take good care of coral reefs. In the city of Abu Dhabi, people protect the nearby Ras Ghanada reef. In Cuba, the coral reefs in "The Gardens of the Queen" are in a marine park. This means that no one can go fishing there and very few tourists can visit. Without protection like this, the coral reefs will die.

What can people do to protect coral reefs?

Words in Context

Find these words in the reading. What do you think they mean?

stick · shallow · creatures · waste · damage · marine park

Explore the Reading

A Write *True* or *False*. Write the page where you found the answer.

1 Polyps are tiny animals that look like jellyfish. True 122
2 One polyp can grow into a coral. ______ ______
3 A coral reef is a large group of corals. ______ ______
4 Half of all the species in the sea can be found in or on coral reefs. ______ ______
5 Corals can't grow in water that's too cold or too hot. ______ ______

B Find the headings in *Coral Reefs*. Write. Then match to the main idea.

1 A World of Tiny Animals
2 ______________________
3 ______________________
4 ______________________

a. Coral reefs are in danger because of people.
b. Coral are made of tiny animals called polyps.
c. In many parts of the world, the reefs are protected.
d. Fish and other creatures use coral for shelter.

C Read and complete. Why are coral reefs in danger?

there isn't enough sunlight they can damage them the algae leave

1 When the seawater becomes too warm, ______________________ .
2 When the seawater is dirty, ______________________ .
3 When people touch the corals, ______________________ .

D Think and discuss. Why is it important to protect coral reefs?

It's important because ...

Spelling Pattern *–ight*

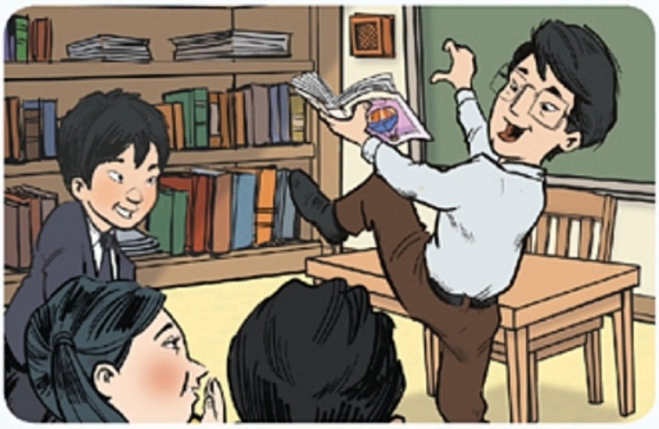
Listen and write. Then check your answers.

1 n______ 2 r______ 3 t______ 4 f______ 5 l______

Now find more words ending with *ight* in the reading.

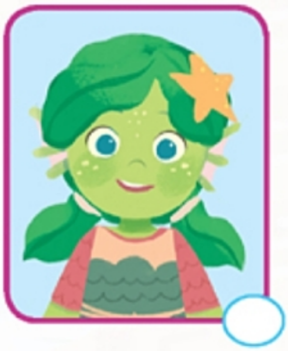
A Think and discuss. Look back at *What Happens Next?* on page **106**. Who's telling the story about the earthquake? Imagine Mr. Carlson tells the story. How does the story change?

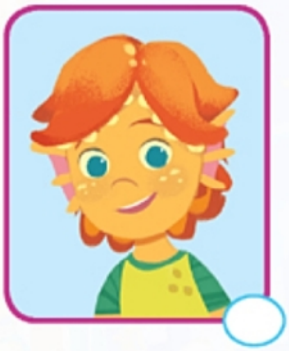
mr. carlson would ...

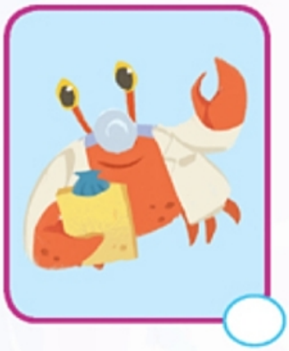


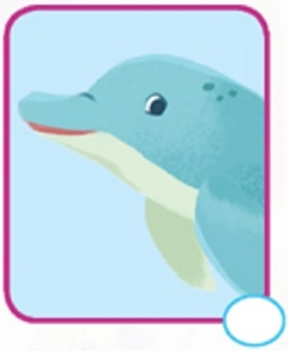
Each character in a story has a unique **perspective**. They might tell a different story depending on how they feel about the events. When you read a story, think about the different characters' opinions about the same thing.

B Scan *The Lost Camera*. Which characters speak? Check (✓).


○ Sandy


○ Fin


○ Dr. Crab


○ Dollie

C Read and write. Who's telling the story?

My sister and I got ready for school that morning, like we do every day. I waited for her by the door. She looked for her backpack.

"Hurry up, Sandy. We can't miss the bus," I said.

"I'm coming, Fin!" she said to me. She put on her backpack and swam to the door. "Let's go!"

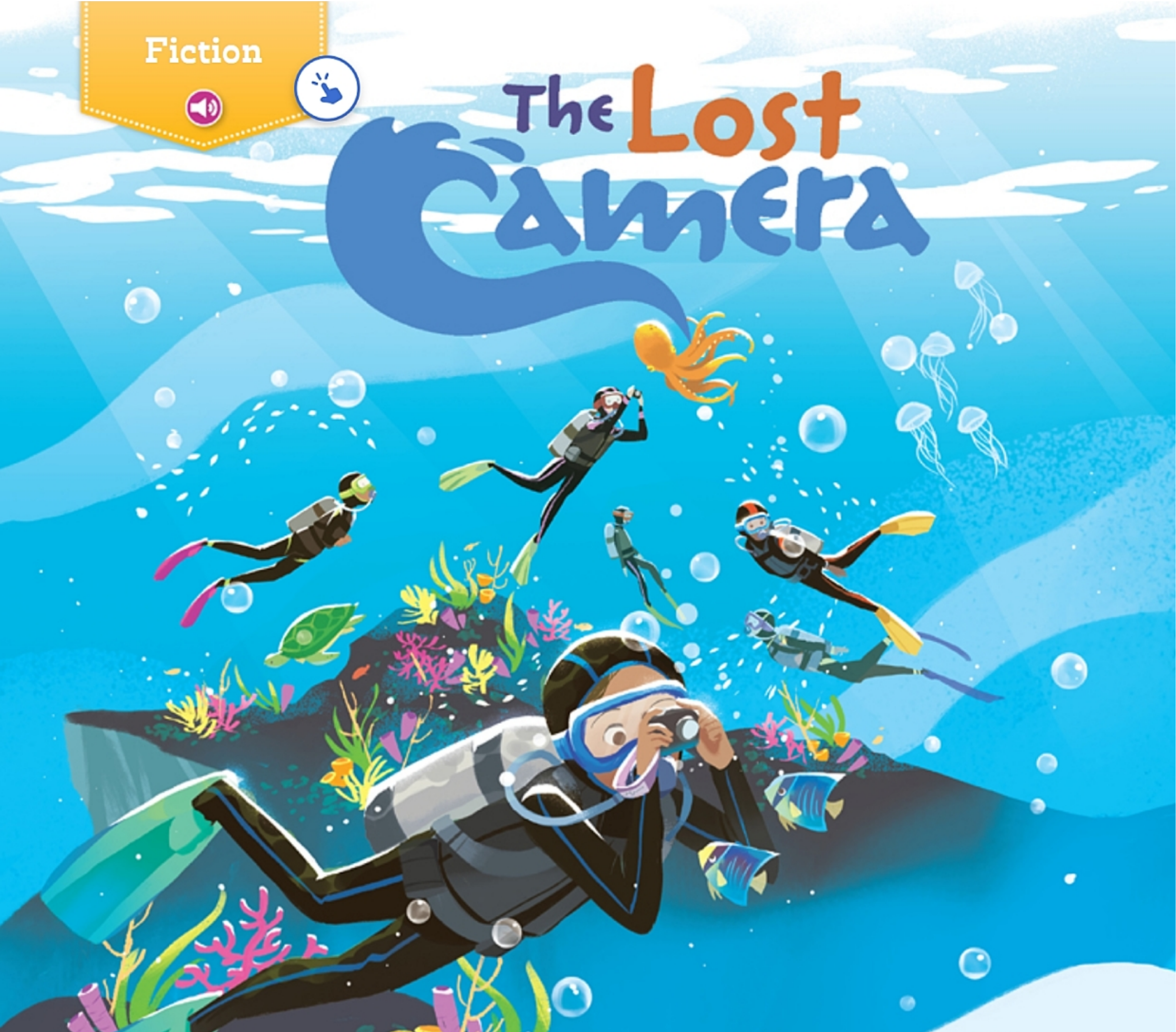
We hurried to the bus stop. The next thing we knew, we were on an adventure.

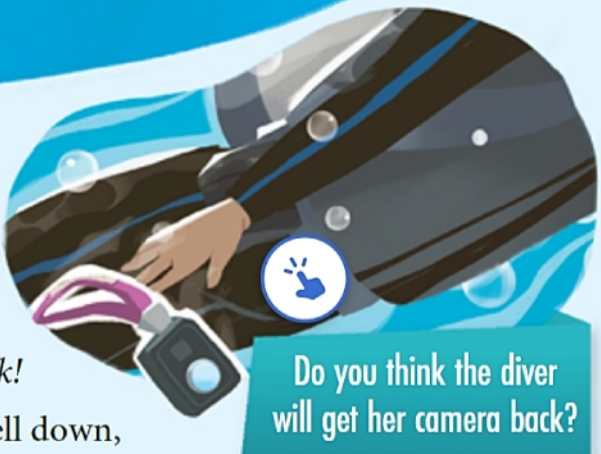
____________________ is telling the story.

Now read **The Lost Camera**

Fiction

The Lost Camera

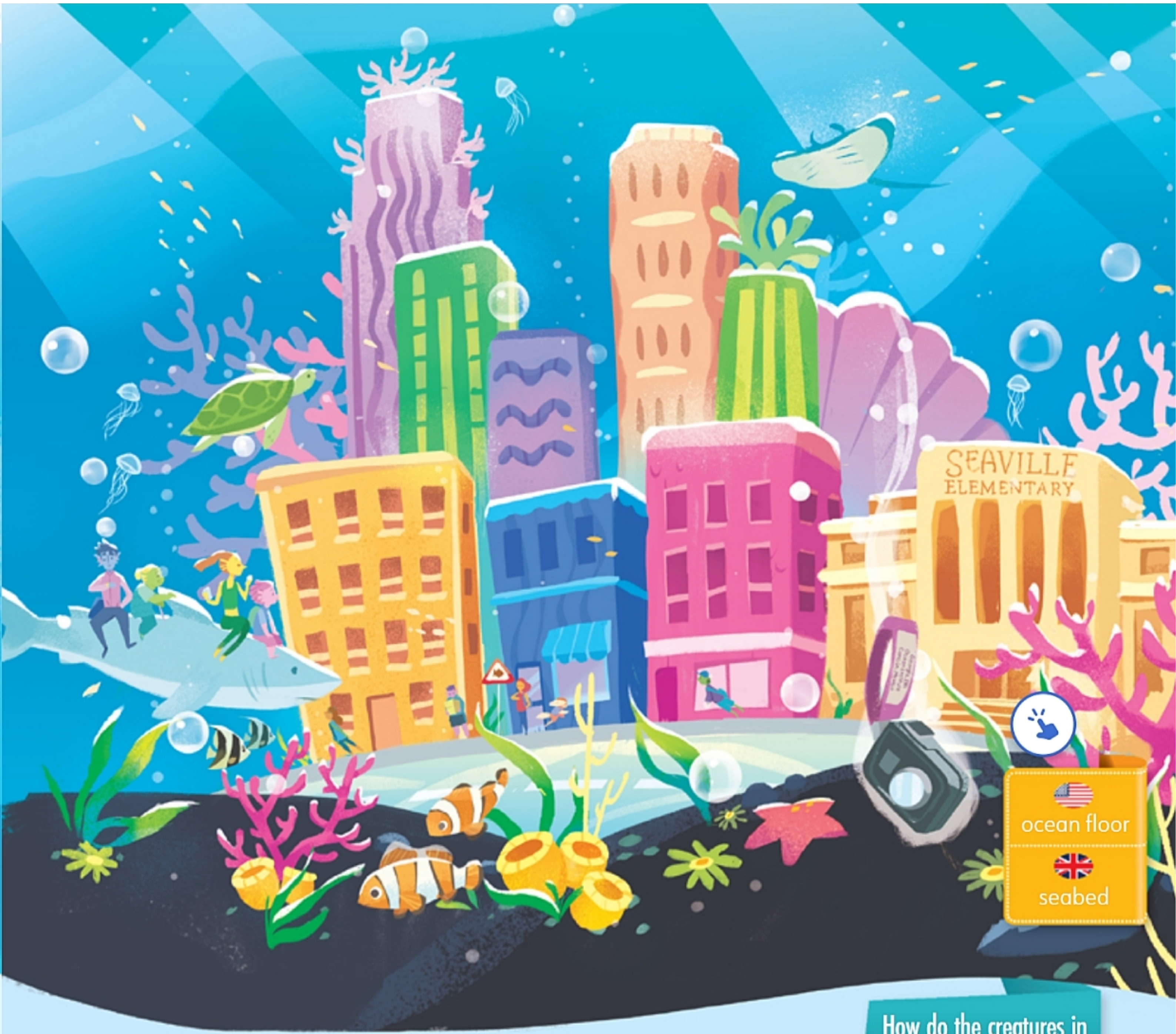



Do you think the diver will get her camera back?

It was a normal day under the sea. Mom and Dad were going to work. My sister and I were swimming to school. Everyone was in a hurry.

Everyone … except the divers up near the surface. One of them needed a better photo of an angelfish. *Click!*

But suddenly the camera slipped out of her hand. It fell down, down into the dark water of the ocean … and into our world!



🇺🇸 ocean floor

🇬🇧 seabed

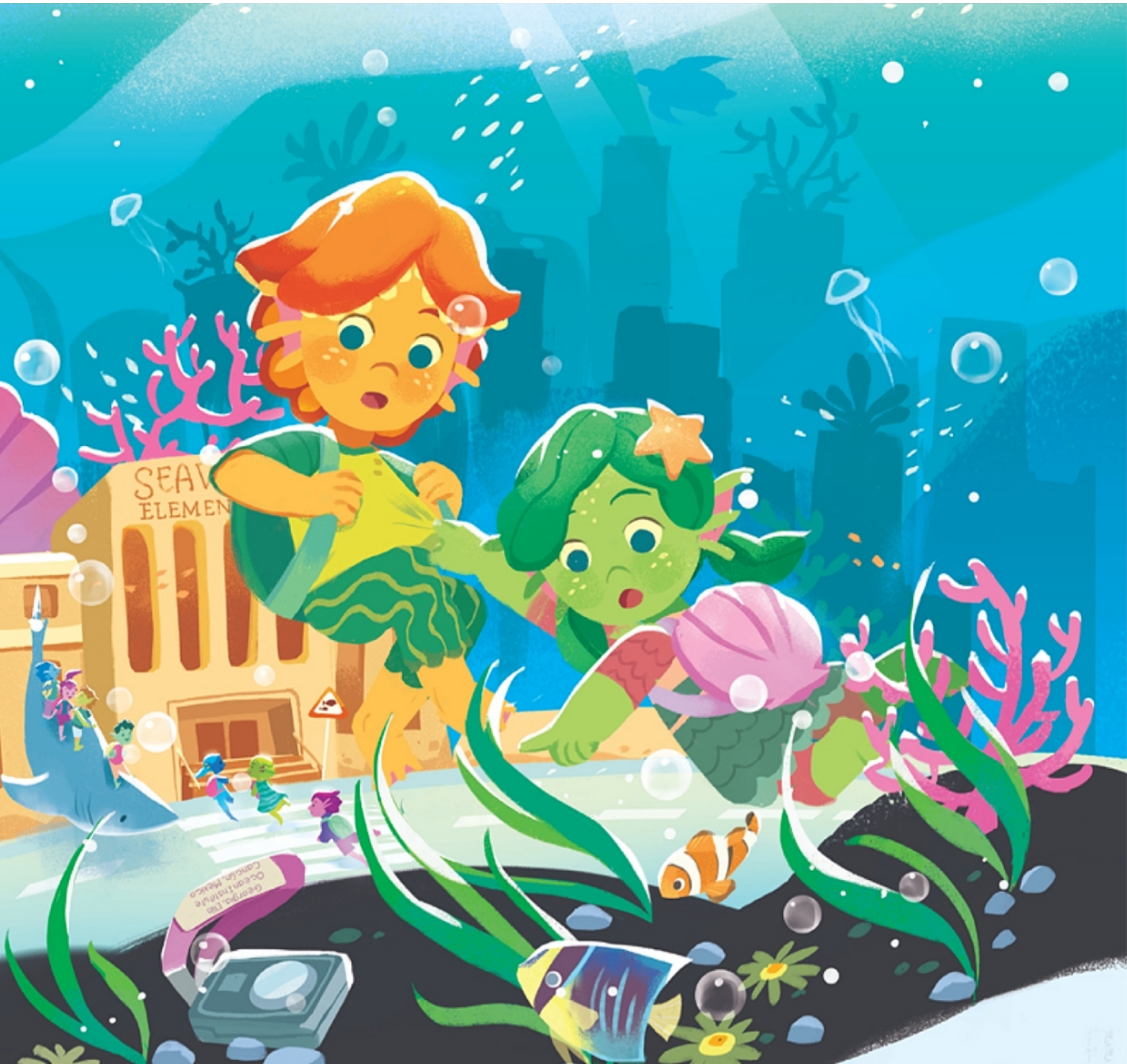
How do the creatures in Seaville travel around?

Thud! The camera landed on the ocean floor, but nobody saw or noticed it …

Words in Context

Find these words in the reading. What do you think they mean?

divers **surface** **slipped** **noticed** **tag** **everywhere**

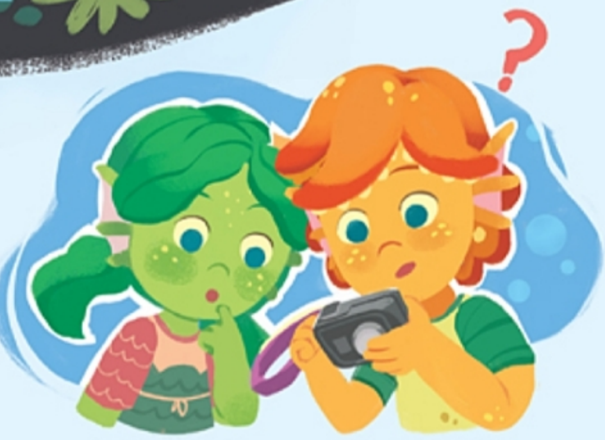

SEAV
ELEMEN
Georgia, Ella
Ocean Institute
Cancún, Mexico

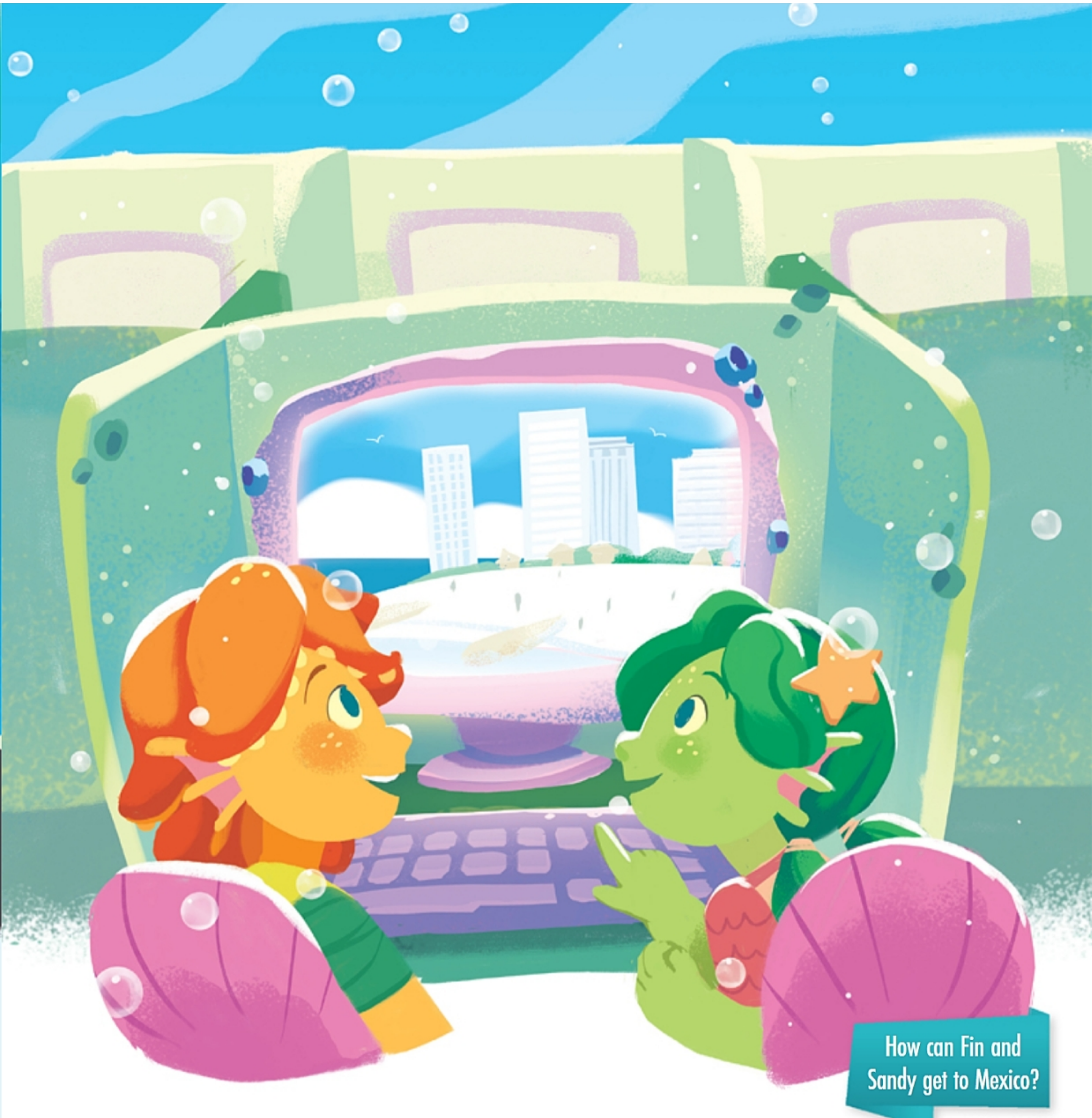
… except Sandy and me.

“Where did this come from?” Sandy asked.

I pointed up. “From divers up there.”

I looked at the tag on the camera closely. “Where’s Mexico?” I asked.





How can Fin and Sandy get to Mexico?

"There! I told you Mexico was real," Sandy whispered.

"I'd like to see this world," I told Sandy.

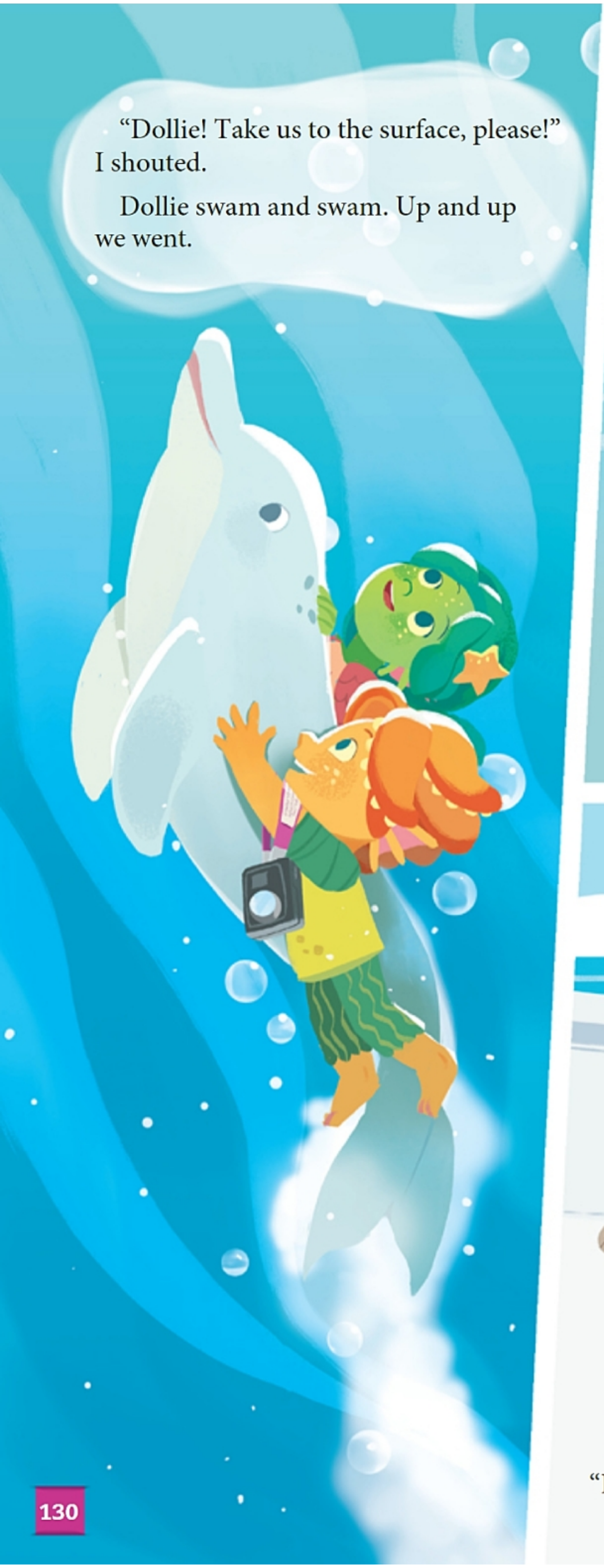
Then she had an idea. "Let's take the camera back to Mexico!"

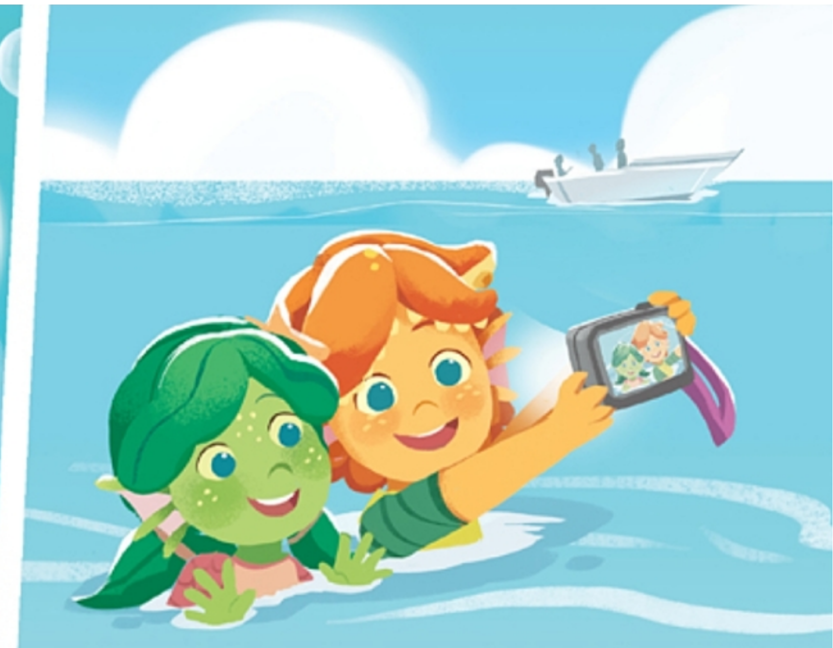
"But how can we get there?" I asked.

[redacted]

"Dollie! Take us to the surface, please!" I shouted.

Dollie swam and swam. Up and up we went.



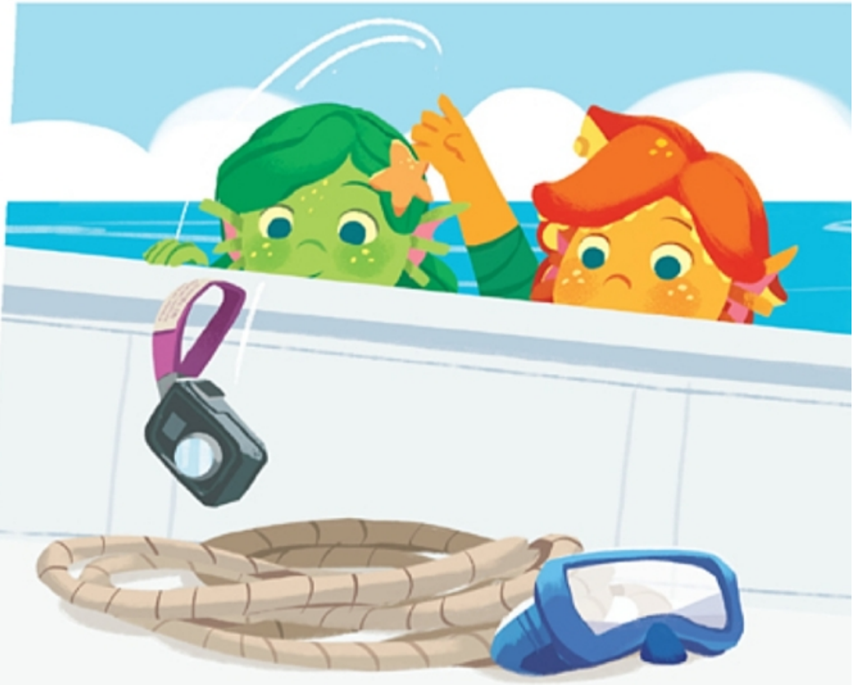


"Say *starfish*!"

The surface was so exciting. It was our first time there.

Suddenly, we saw something. It was a boat. There were people on it. Divers!

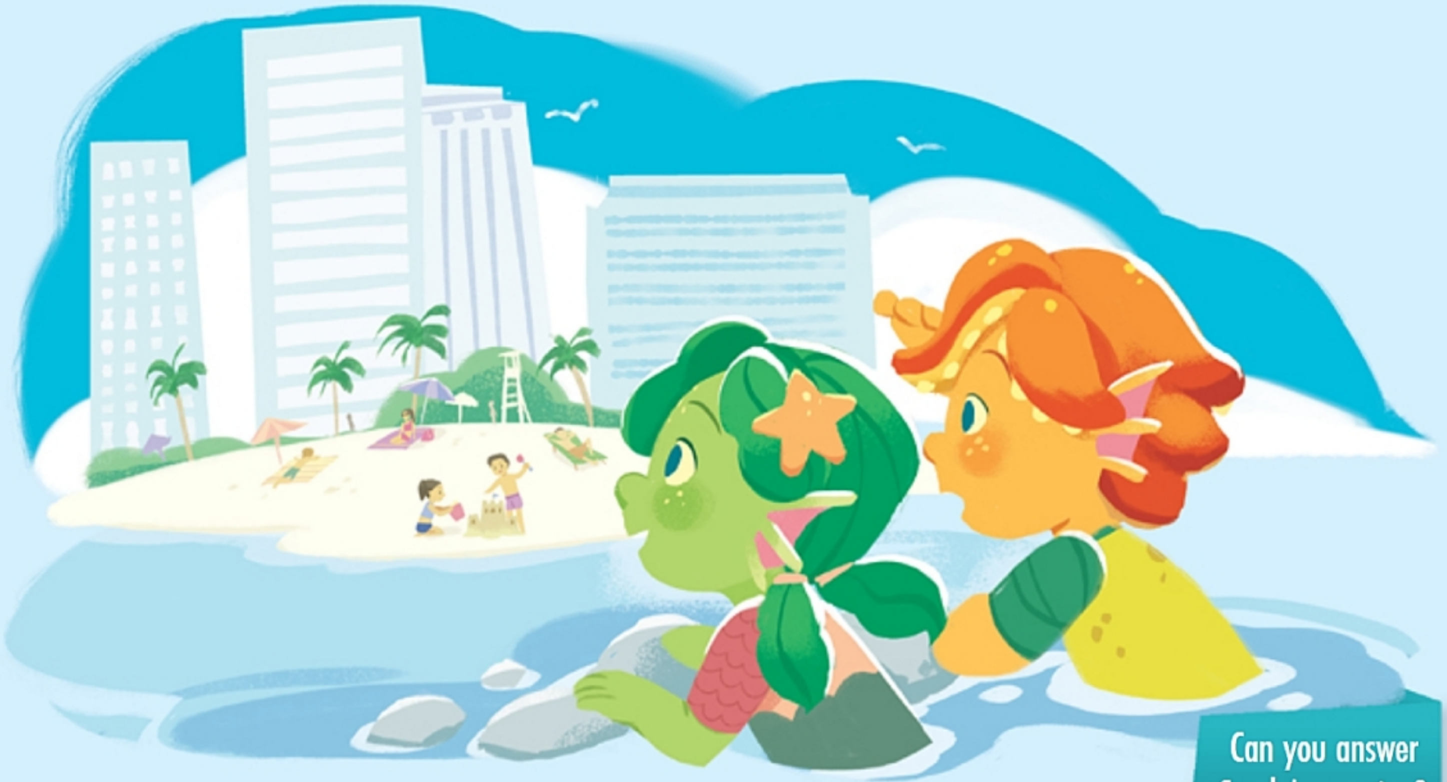
"Quick, Fin! Let's swim to the boat!" Sandy shouted.



Thump! The camera landed on the boat.

"Did you hear something?" one diver asked.

"Hey, my camera!" said another diver. "I was looking everywhere for that."

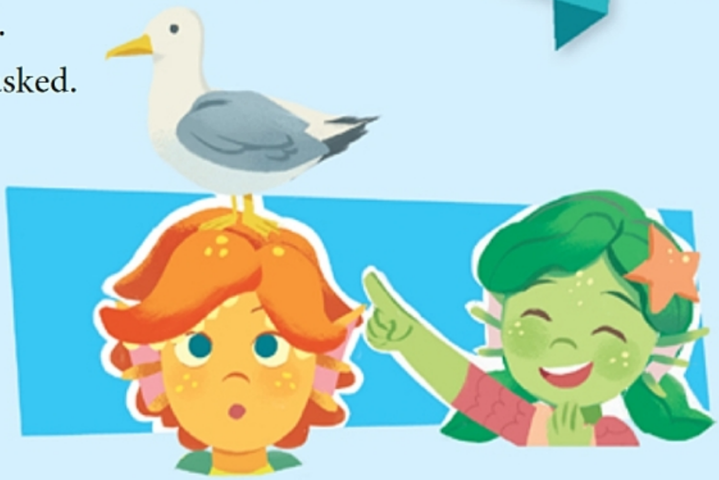


Can you answer Sandy's question?

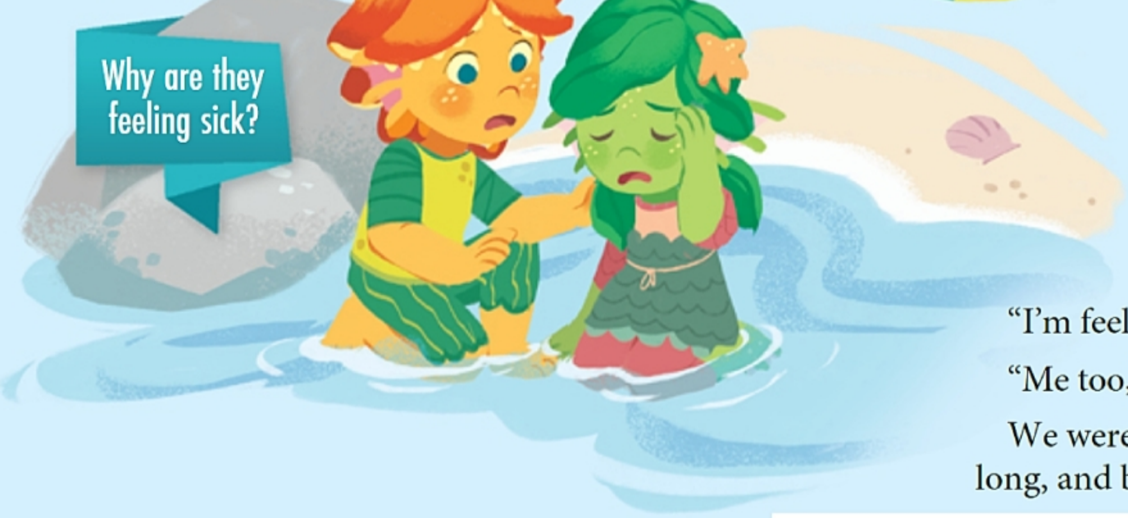
Sandy and I wanted to see some more. Mexico was amazing!

"Wow! Those buildings are so tall!" I said.

"What are the children making?" Sandy asked. I didn't know, but it looked cool!



We were having a great time until …



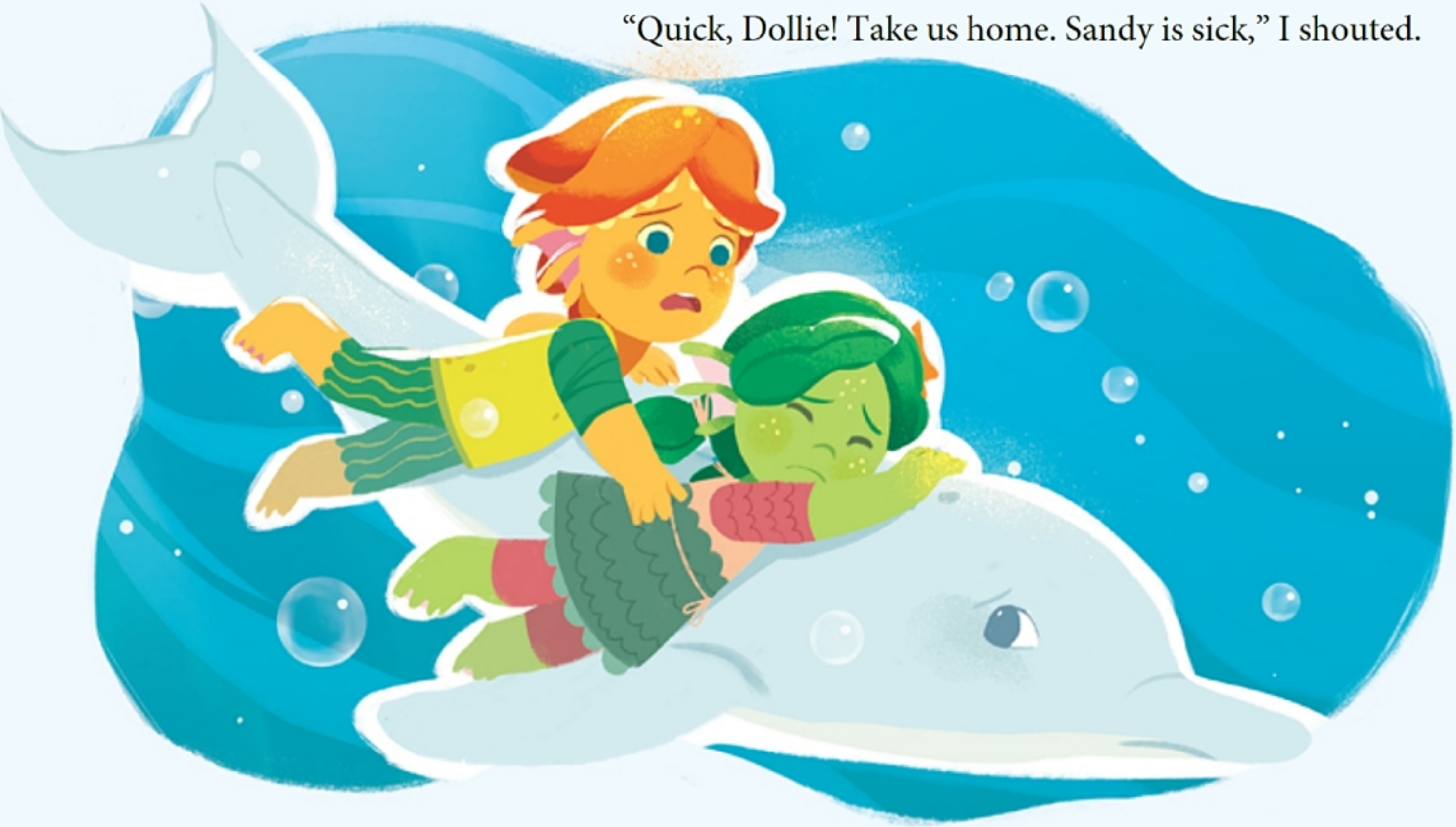
Why are they feeling sick?

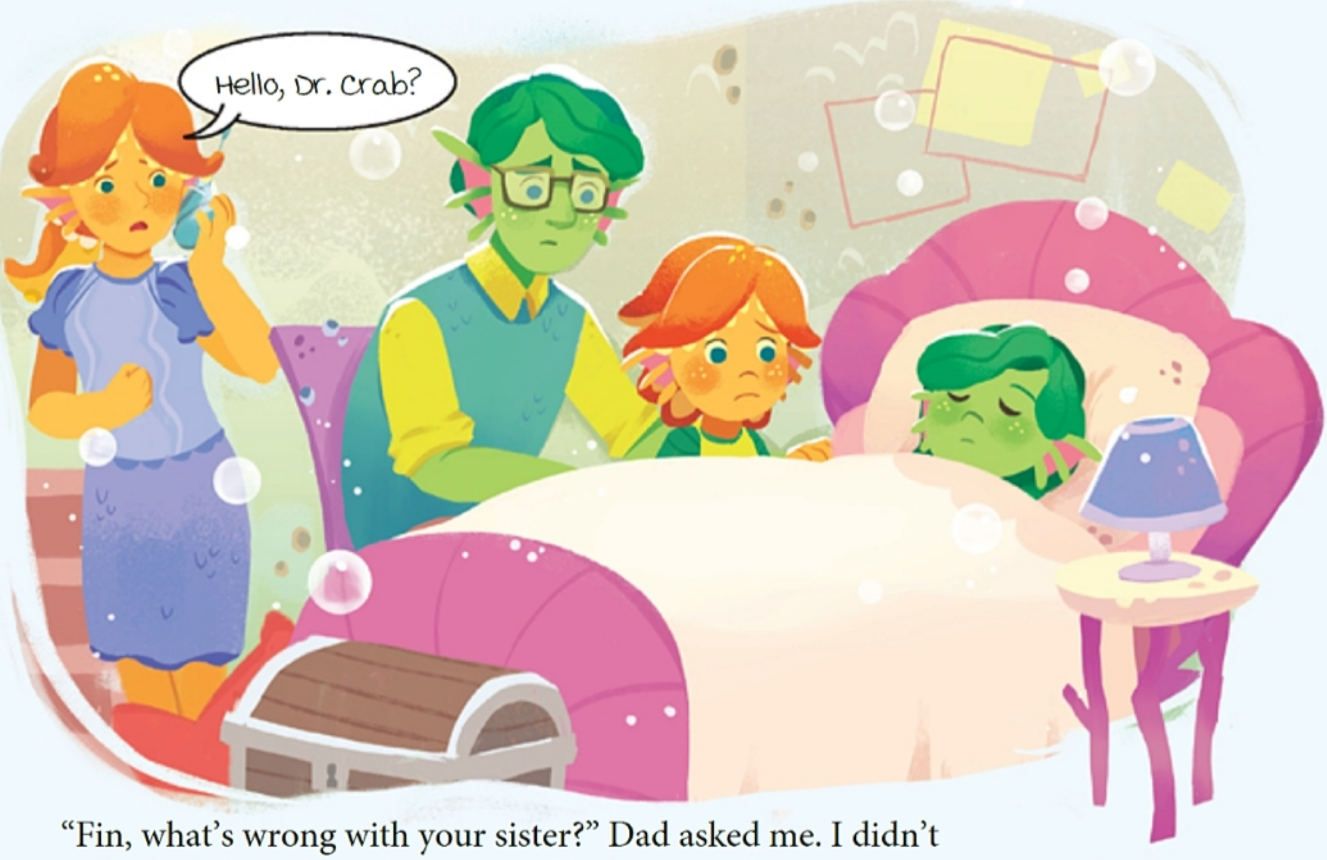
"I'm feeling sick," Sandy said.

"Me too," I said.

We were on the surface for too long, and breathed too much air.

"Quick, Dollie! Take us home. Sandy is sick," I shouted.




Hello, Dr. Crab?

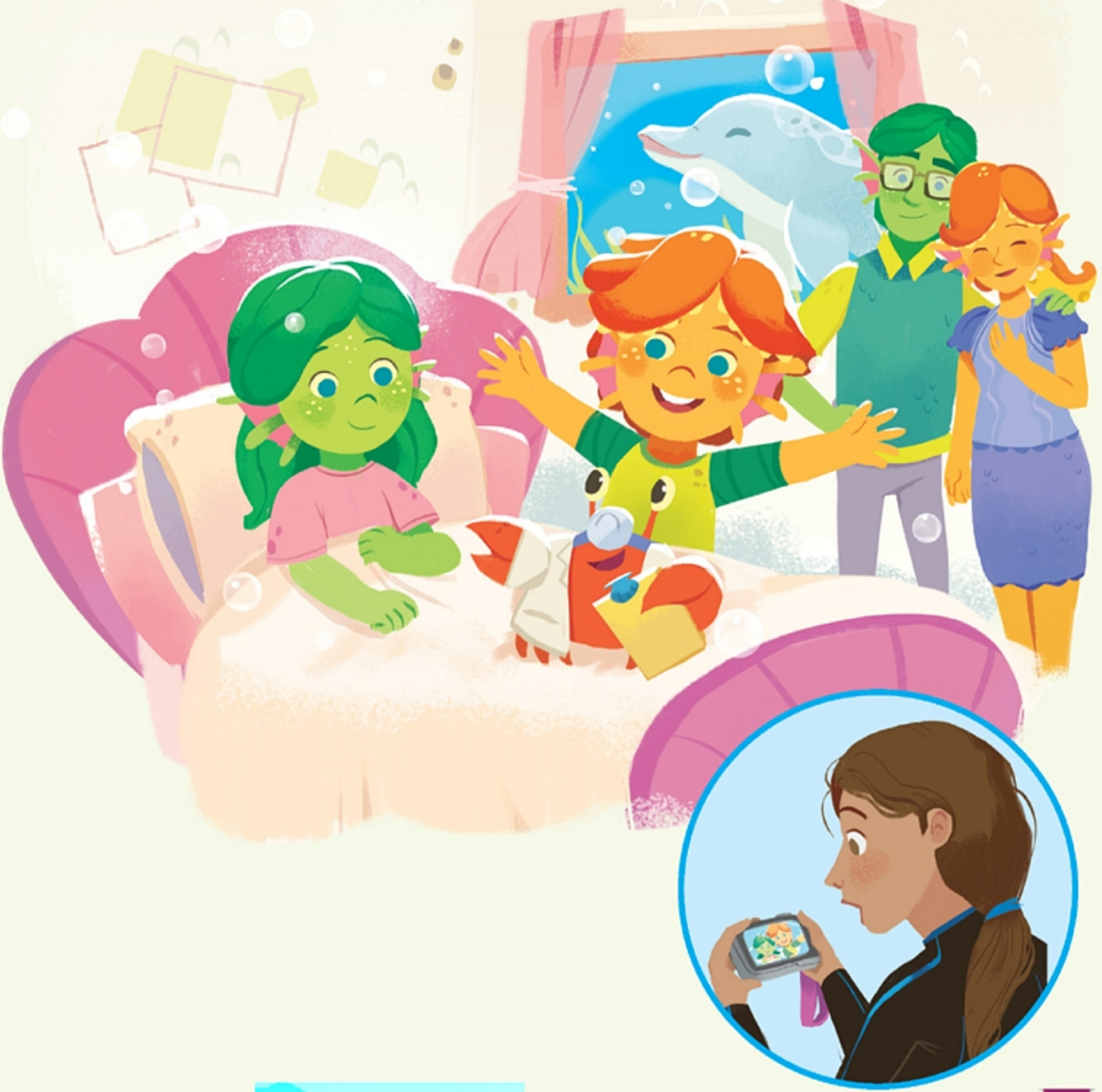
"Fin, what's wrong with your sister?" Dad asked me. I didn't want to tell him. I thought he would be angry with us.

“You’re airsick, Sandy. Just rest a little and you’ll be fine,” Dr. Crab said.

“Airsick? Where did you go?” Dad asked.

“Tell us what happened, Fin—EVERYTHING!” Mom said.

“It’s a long story, Mom,” I said.



Explore the Reading

A Read and choose.

1 No one sees the camera except Fin and Sandy because ...

a. they're too busy. b. it's too small. c. it's too dark.

2 Fin and Sandy are interested in the camera because ...

a. it's better than their camera. b. they like taking photos. c. it's from a strange world.

3 Fin and Sandy bring the camera back because ...

a. they want to see Mexico. b. they don't want it anymore. c. they want to talk to people.

4 Fin and Sandy don't feel well on the surface because ...

a. they need air. b. air isn't good for them. c. they need food.

5 To feel better, Sandy has to ...

a. drink juice. b. have soup. c. stay in bed.

B Read and match. Imagine there's another scene of *The Lost Camera*. Who says each sentence?

1 "Don't be angry at Fin. I wanted to go up to the surface, too."
2 "Sandy wasn't very sick, but they should never go to the surface."
3 "I was really enjoying myself until Sandy got sick."
4 "I can't believe they swam to the surface. It's so dangerous!"

Mom
Fin
Sandy
Dr. Crab

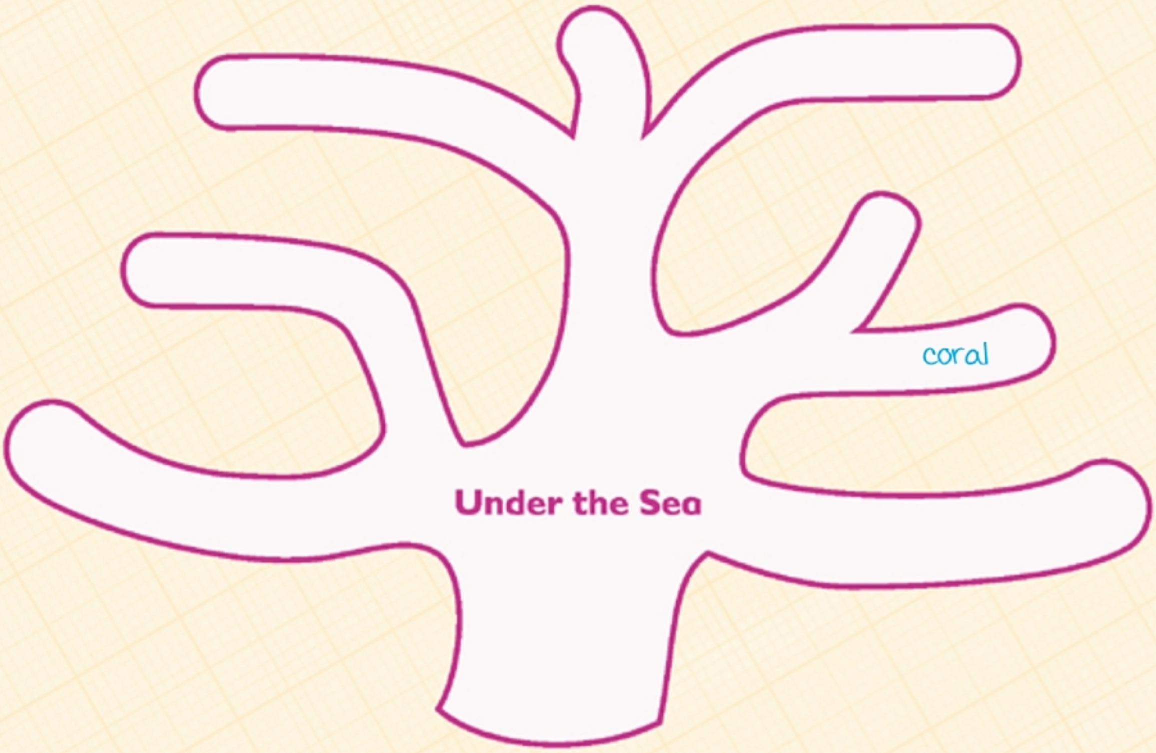
C Think and discuss. How would the story be different from Sandy's perspective?

D Think, write, and discuss. Choose a character. How does he or she feel at the beginning, middle, and end of the story?

My character:
Beginning:
Middle:
End:

What is life like under the sea?

A Think, discuss, and write. Look at the pictures in the unit. Complete the graphic organizer about what lives under the sea.



B Think and discuss. How is life under the sea different from life on land or in the air? Do an Inside-Outside Circle.

Under the sea there's ...

Animals can ...

My Reading Journal

Which setting from this unit would you like to visit—a coral reef or Seaville?

I'd like to visit ______________ because ______________ .

How can we help protect sea life? Make a list.

______________ ______________

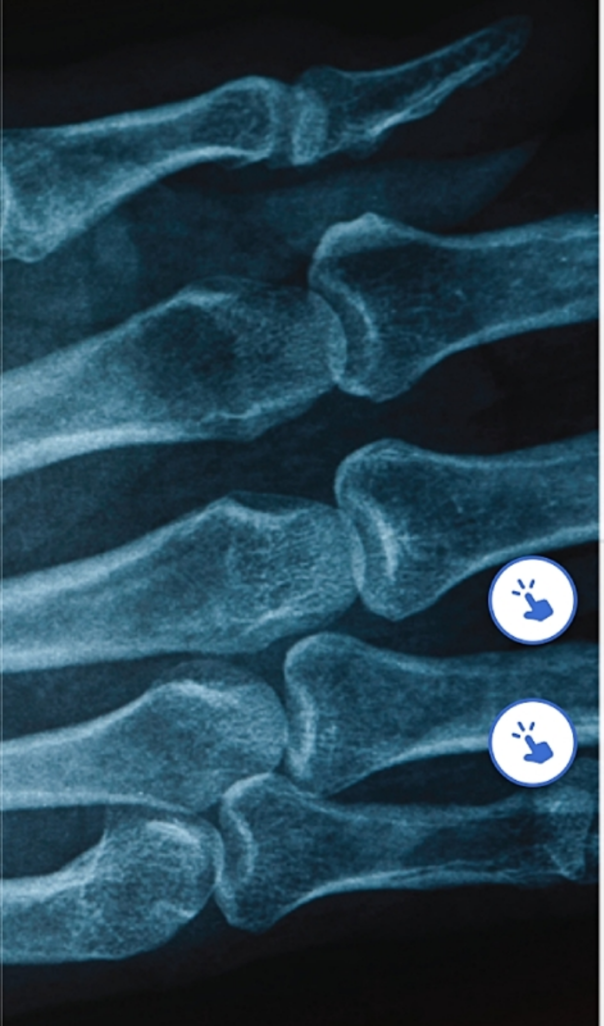
______________ ______________

UNIT 9

What's the Matter?

Activating Prior Knowledge About Health and Sickness

Get Ready to Read



Think, Pair, Share

A Look at the picture. Imagine you're the doctor. What's the matter? Think about it.

B Discuss with your partner.

What do you think?

I think there's a broken bone.

C Share your ideas with the class.

We think it's getting better.

D Think about a time when you were sick. What was wrong? What made you well?

E Think, write, and discuss. Look at the next pagw What is the reading about? What are two interesting details you can see?

1 It's about ______________________________

______________________________.

2 I see ______________________________

and ______________________________.

Now read **Take Your Medicine**

Nonfiction

Take Your Medicine

Most of us don't like being sick. Visiting the doctor's office, taking medicine, getting shots, and staying in bed—it isn't fun, is it?

But you should be happy you aren't living in the past, when doctors had some very different ideas about how to cure sick people.

Let's take a trip into the past and look at some old treatments.

shot	injection
sick	ill

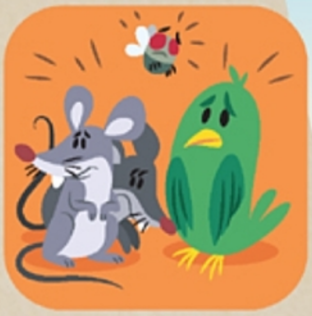
3300 BCE

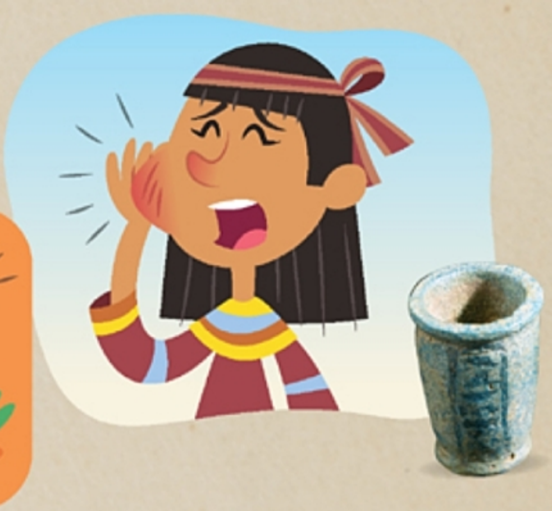
For cuts and scrapes, people didn't use a bandage made of cloth or plastic. Sometimes, they used moss.

2500–2000 BCE
Ancient Egypt

A patient with sore bumps on his neck got interesting medicine made from the blood of birds and flies.

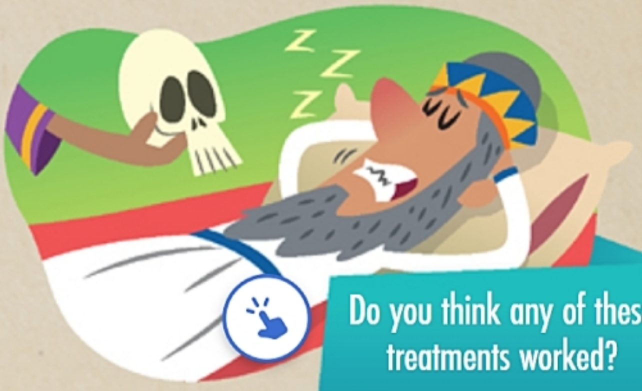
For toothaches, the ancient Egyptians took medicine made from dead mice.





2000 BCE
Ancient Mesopotamia

Do you grind your teeth while sleeping? The ancient Babylonians had a cure: Sleep with a human skull next to you for a week and you'll stop biting down on your teeth while you sleep.



Do you think any of these treatments worked?

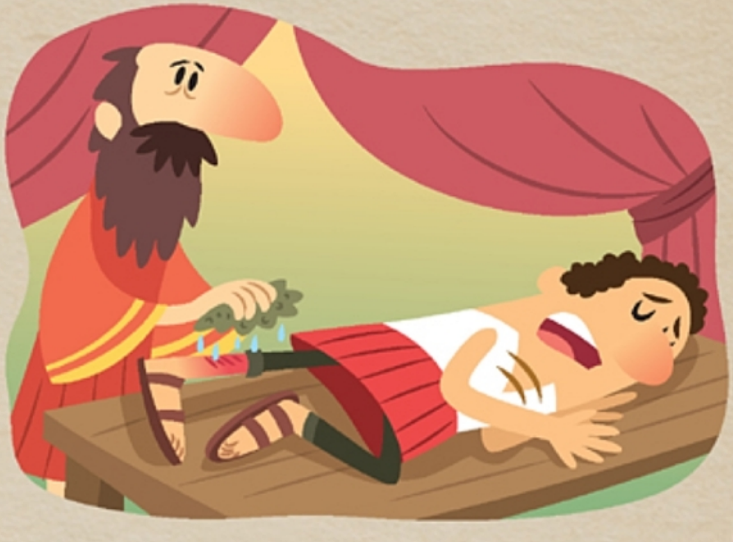
Words in Context

Find these words in the reading. What do you think they mean?

cure treatments patient grind opposites disease

800–100 BCE
Ancient Greece

Do you feel some pain? In ancient Greece, healers put big, wet sponges on the places that hurt.



20 BCE–400 CE
Ancient Rome

The ancient Romans thought that opposites were good treatments. If a patient had a fever, a healer put cool cucumbers on the patient's body. If a patient felt cold, a healer told the patient to eat hot peppers.

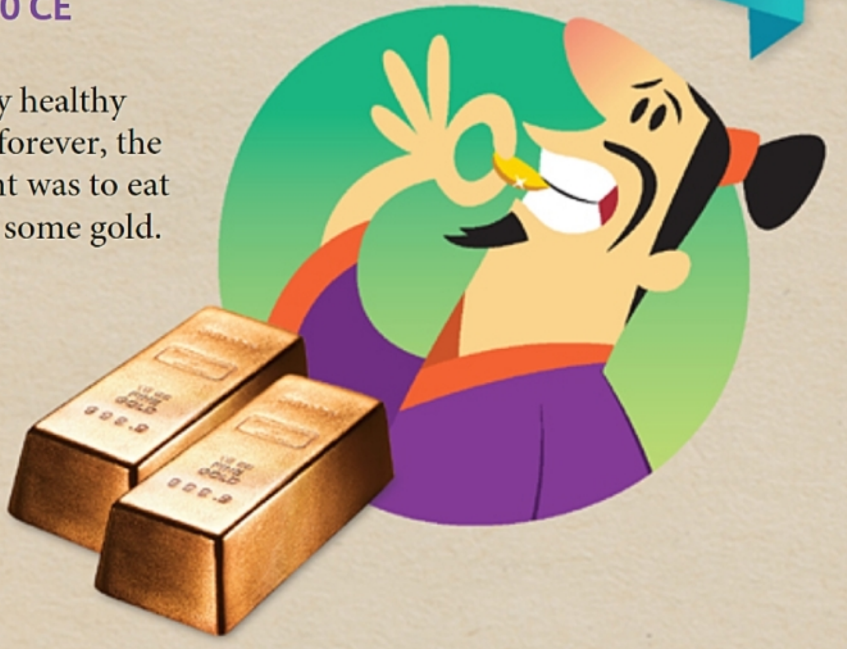
have a fever

have a temperature

What other opposites can you think of?

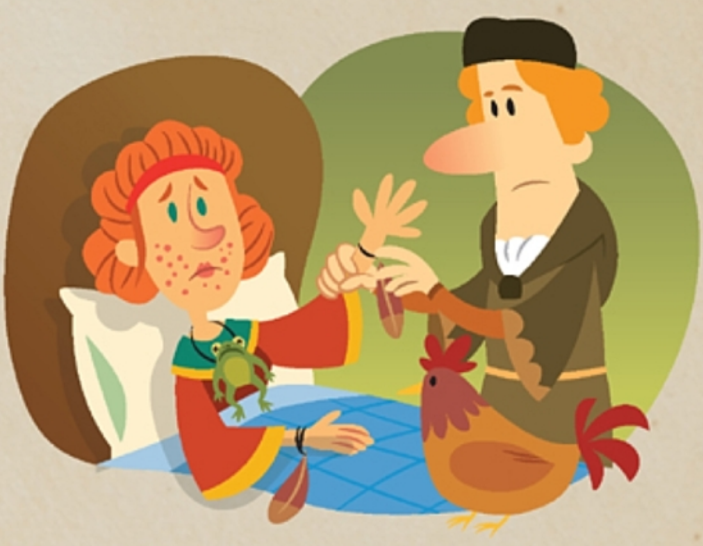
200–300 CE
China

To stay healthy and live forever, the treatment was to eat or drink some gold.



1300s Europe

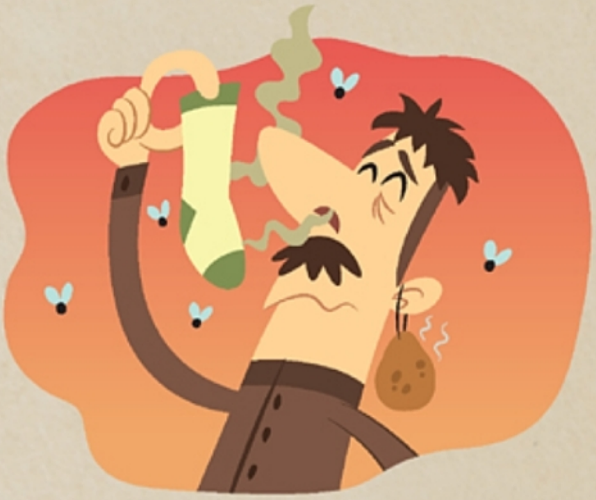
There were many strange treatments for the plague, a terrible disease which killed millions of people. Sick people sometimes wore dead toads around their necks, or put chicken feathers on their sores. They thought this made the plague leave their bodies.



1800s Britain

For a sore throat, the treatment started on the feet. The sick person put a really dirty sock around their neck!

The patient tied a cooked potato to their head to cure an earache.



And doctors used leeches for all sorts of problems.

A leech is a little like a worm but it sucks blood.

Dirty socks and dead mice?
Bird blood and leeches? Yuck!
Aren't you glad you see a nice,
friendly doctor when you're sick?

Why do you think people in the past had such different ideas about medicine?

Explore the Reading

A Complete the table.

Sickness	Treatment	Where & When
1 a toothache		
2 a fever		
3 a sore throat		
4 an earache		
5 the plague		

B Think and discuss. Do you think any of those treatments cured people? Why or why not?

No, I don't think so because ...

C Write and discuss. What happens when you go to the doctor? Make a list.

When I go to the doctor ...

Spelling Pattern *ur*

Listen and write. Then check your answers.

1 f______ 2 c______ 3 s______ 4 t______ 5 p______

Now find more words with *ur* in the reading.

A Read. Then write the main idea and two details.

Getting a Cast

A broken arm can be scary. But don't worry! Doctors and nurses know what to do. First, they take an X-ray. That way, they can see inside your body. They check where the bone is broken. Then, they put a cast on your arm. After that, you have to wait. A broken arm takes about six to eight weeks to heal.

Main Idea	Detail
	Detail

The **main idea** is the big idea. It says what the reading is about. The main idea gives us the most important information.

The **details** are the smaller pieces of information. They help us understand the main idea. Details are sometimes called supporting ideas.

B Think and discuss. Look at the reading on the next page. Look at the title and the pictures. What do you think the main idea is?

I think it's about ...

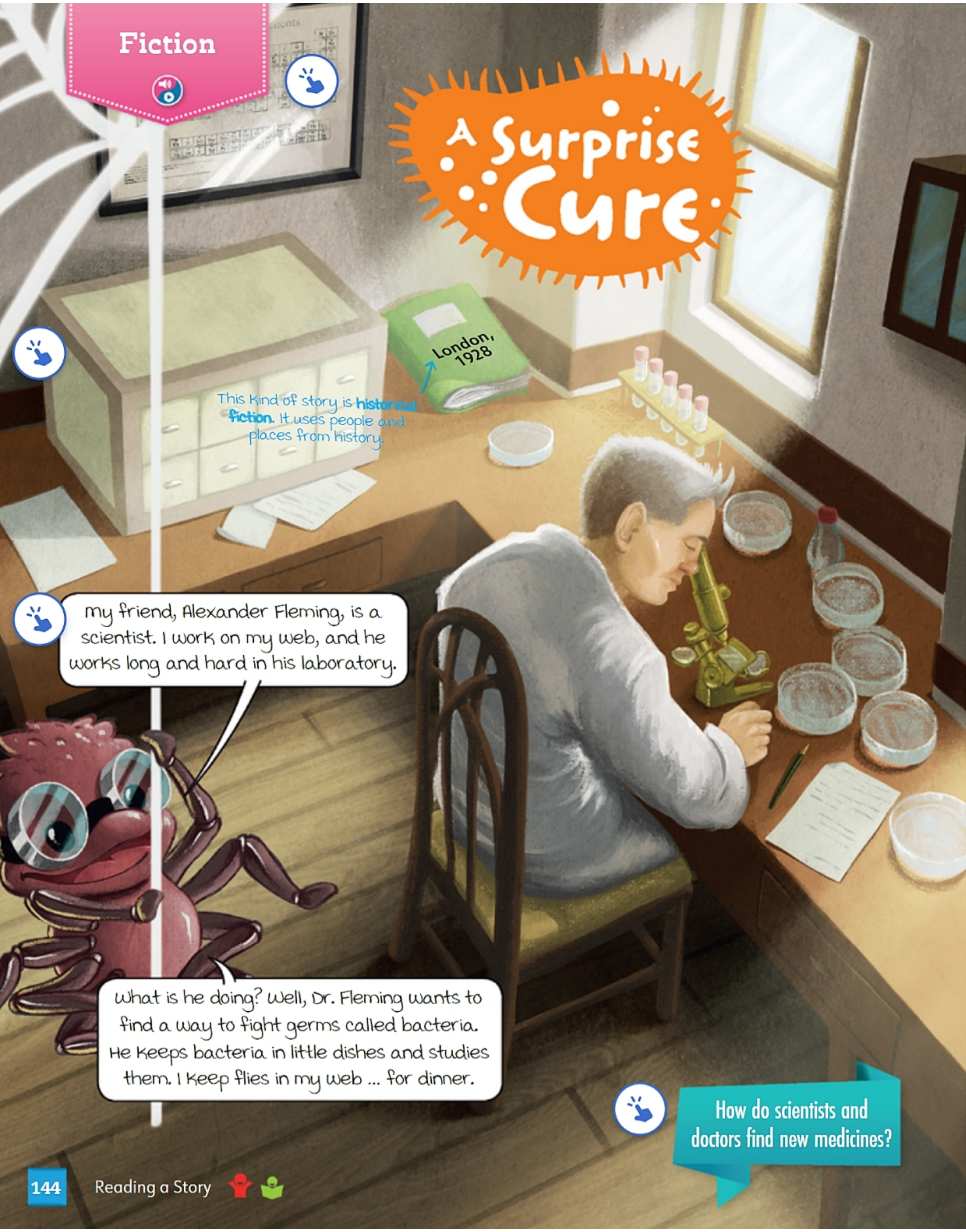
C How does it feel when you discover something or solve a problem? Do a Think, Pair, Share.

It feels good to ...

Now read **A Surprise Cure**

Fiction

A Surprise Cure

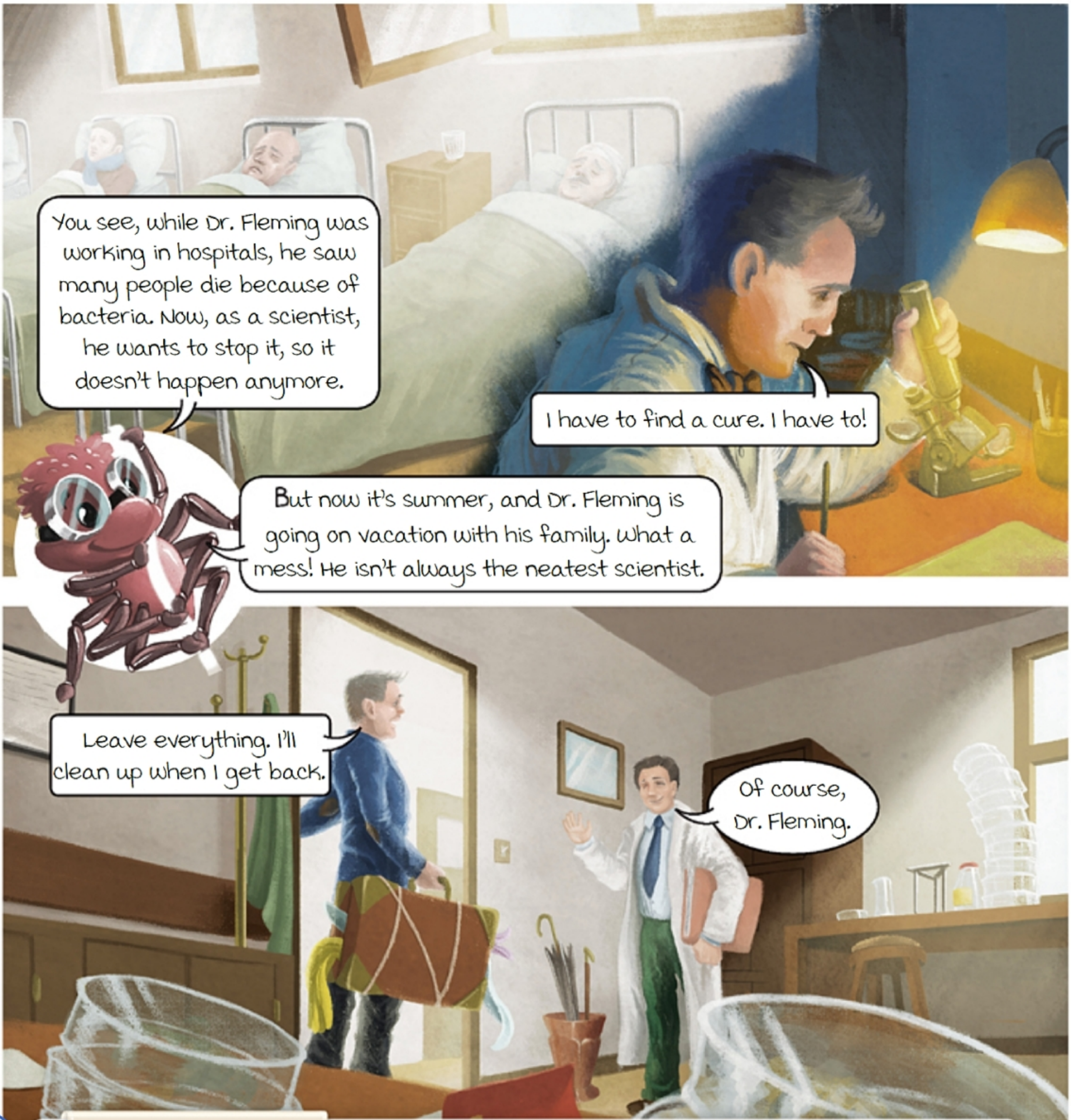


This kind of story is **historical fiction**. It uses people and places from history.

My friend, Alexander Fleming, is a scientist. I work on my web, and he works long and hard in his laboratory.

What is he doing? Well, Dr. Fleming wants to find a way to fight germs called bacteria. He keeps bacteria in little dishes and studies them. I keep flies in my web ... for dinner.

How do scientists and doctors find new medicines?

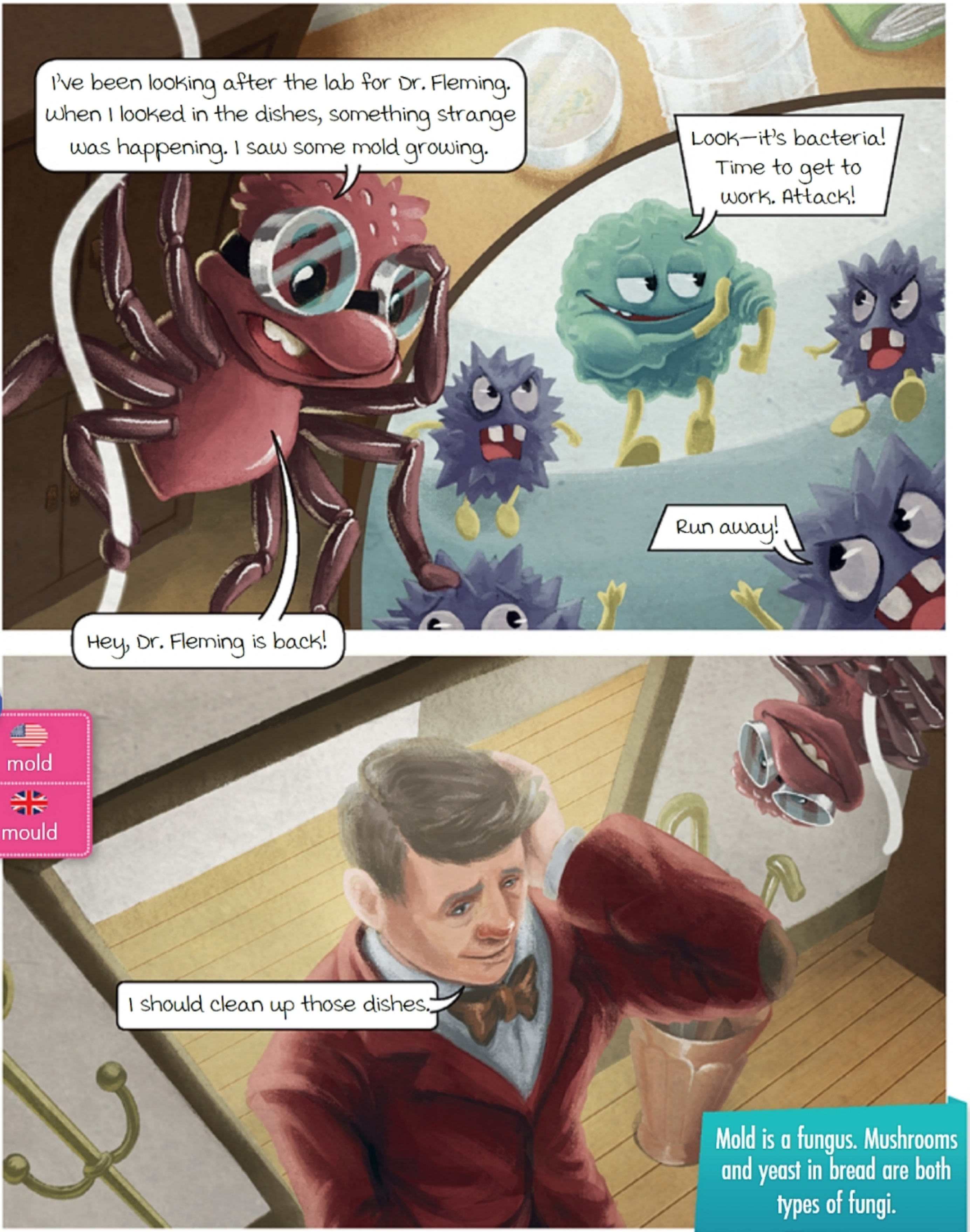

You see, while Dr. Fleming was working in hospitals, he saw many people die because of bacteria. Now, as a scientist, he wants to stop it, so it doesn't happen anymore.
I have to find a cure. I have to!
But now it's summer, and Dr. Fleming is going on vacation with his family. What a mess! He isn't always the neatest scientist.
Leave everything. I'll clean up when I get back.
Of course, Dr. Fleming.

Words in Context

Find these words in the reading. What do you think they mean?

scientist **bacteria** **laboratory** **mess**
attack **liquid** **penicillin**

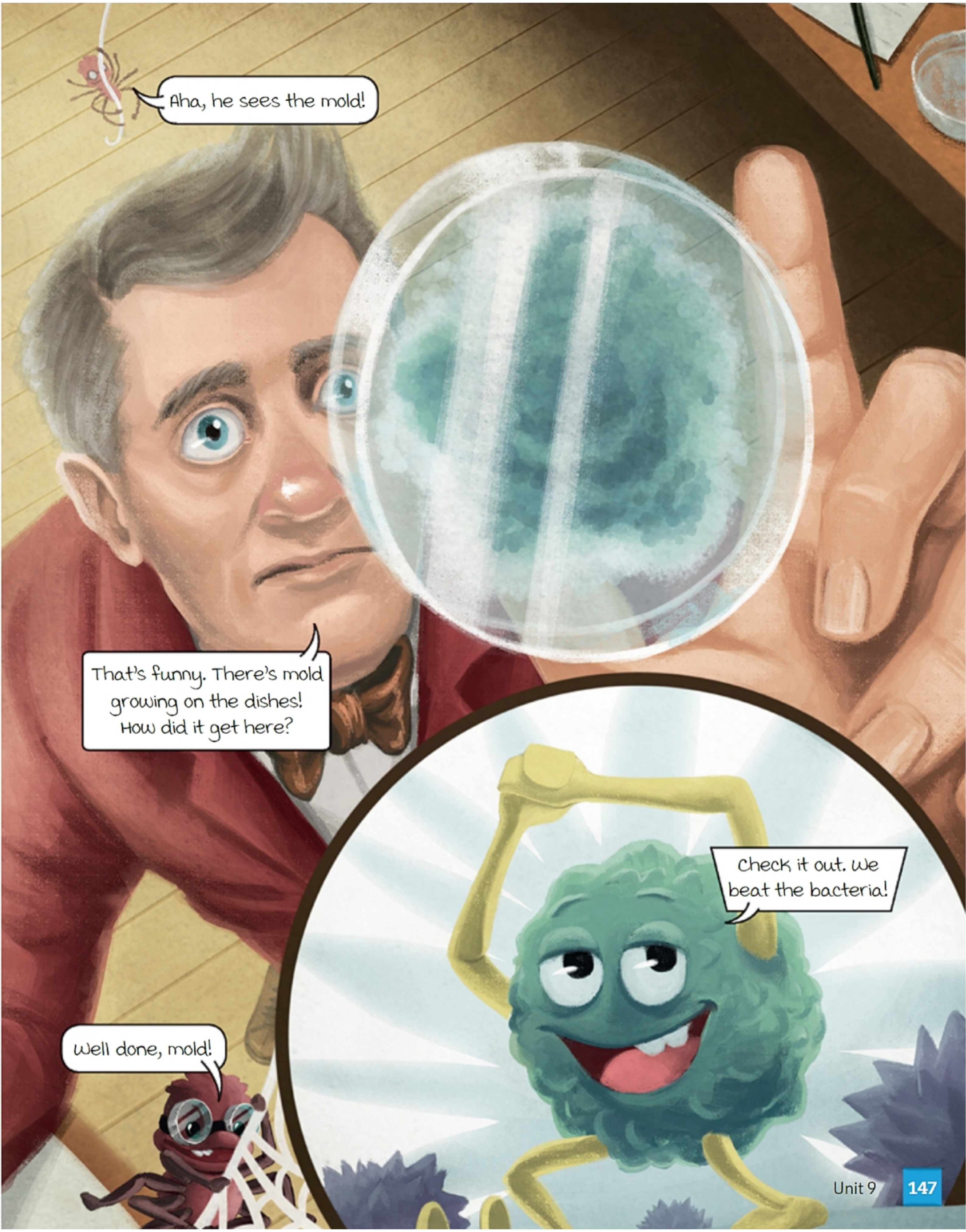
[redacted]

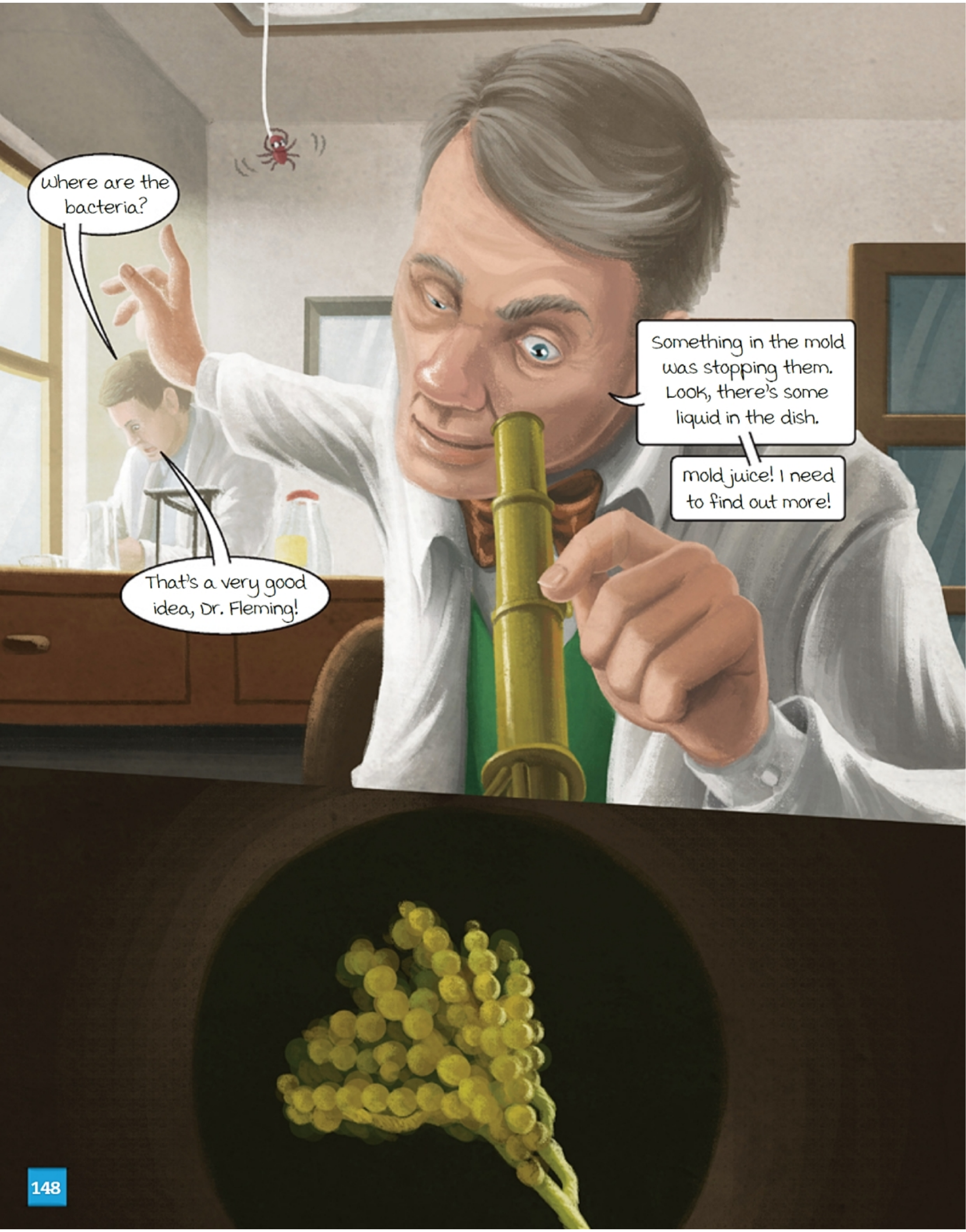

I've been looking after the lab for Dr. Fleming. When I looked in the dishes, something strange was happening. I saw some mold growing.
Look—it's bacteria! Time to get to work. Attack!
Run away!
Hey, Dr. Fleming is back!
I should clean up those dishes.

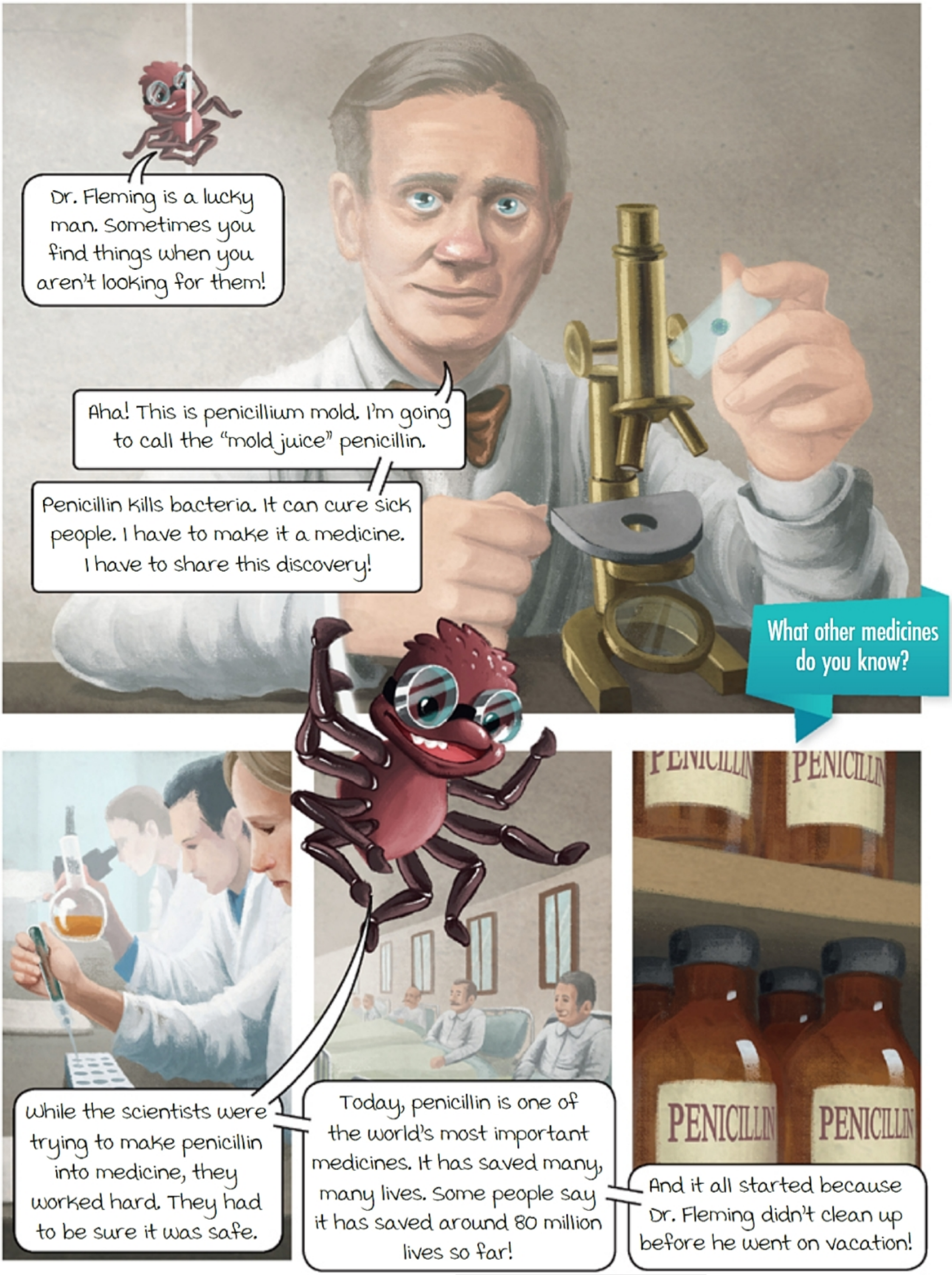
mold

mould

Mold is a fungus. Mushrooms and yeast in bread are both types of fungi.


Aha, he sees the mold!
That's funny. There's mold growing on the dishes! How did it get here?
Check it out. We beat the bacteria!
Well done, mold!


Where are the bacteria?
Something in the mold was stopping them. Look, there's some liquid in the dish.
Mold juice! I need to find out more!
That's a very good idea, Dr. Fleming!


Dr. Fleming is a lucky man. Sometimes you find things when you aren't looking for them!
Aha! This is penicillium mold. I'm going to call the "mold juice" penicillin.
Penicillin kills bacteria. It can cure sick people. I have to make it a medicine. I have to share this discovery!
While the scientists were trying to make penicillin into medicine, they worked hard. They had to be sure it was safe.
Today, penicillin is one of the world's most important medicines. It has saved many, many lives. Some people say it has saved around 80 million lives so far!
PENICILLIN
PENICILLIN
PENICILLIN
PENICILLIN
And it all started because Dr. Fleming didn't clean up before he went on vacation!

What other medicines do you know?

[redacted]

Explore the Reading

A Complete the story map.

Characters

Who:

Setting

Where:

When:

Title

Problem

What was Fleming trying to do?

Solution

What happened when Fleming went on vacation?

B Think and write. What is the main idea of *A Surprise Cure*? What are some supporting details? Complete the graphic organizer.

Detail

Main Idea

Detail

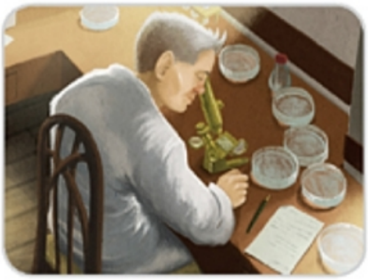
Detail

Detail

C Think and discuss. What was Dr. Fleming's goal? How did he work toward it? What goal do you have? How do you work toward it?

Dr. Fleming's goal was ...

my goal is ...



What do we do when we're sick?

A Think and discuss. Complete the table.

When?	Where?	Problem	Treatment
			dead mouse medicine
20 BCE–400 CE			
		the plague	
		bacteria	

B We should do our best to stay healthy. What can we do? What can we eat or drink? Do a Numbered Heads Together routine.

C Think about your ideas from **B**. Make a list of the top three and share.

1 ____

2 ____

3 ____

We can ...

We should ...

My Reading Journal

Write three questions about illnesses or medicine. What do you want to know?

1 ____

2 ____

3 ____

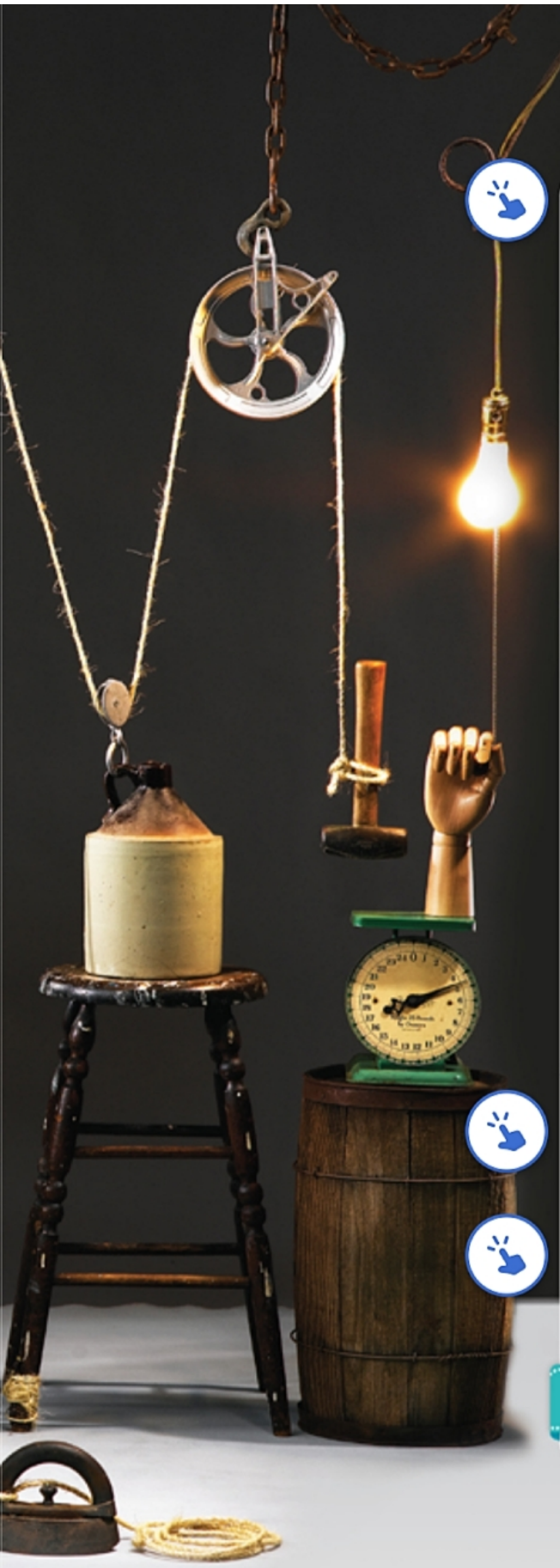
Who do you think might find this unit interesting? Why?

_______________ might find it interesting because ________________________ .

UNIT 10

Don’t Push the Button

Activating Prior Knowledge About Cause and Effect



Question Starts

A Look at the picture. Then brainstorm questions. Write a list.

Who What Where
When Why How

B Look at your list from **A**. Which questions seem most interesting? Discuss them with the class.

Where does the big red glove come from?

How does the bird cage open?

C What new ideas or questions do you have now? Talk about your ideas with your partner.

What happens to the bird?

When does the ball fall?

D Think and discuss. What machines did you see on your way to school today?

E Think and discuss. Choose one of the machines you saw. Say one true thing about it. Then say what you think about it.

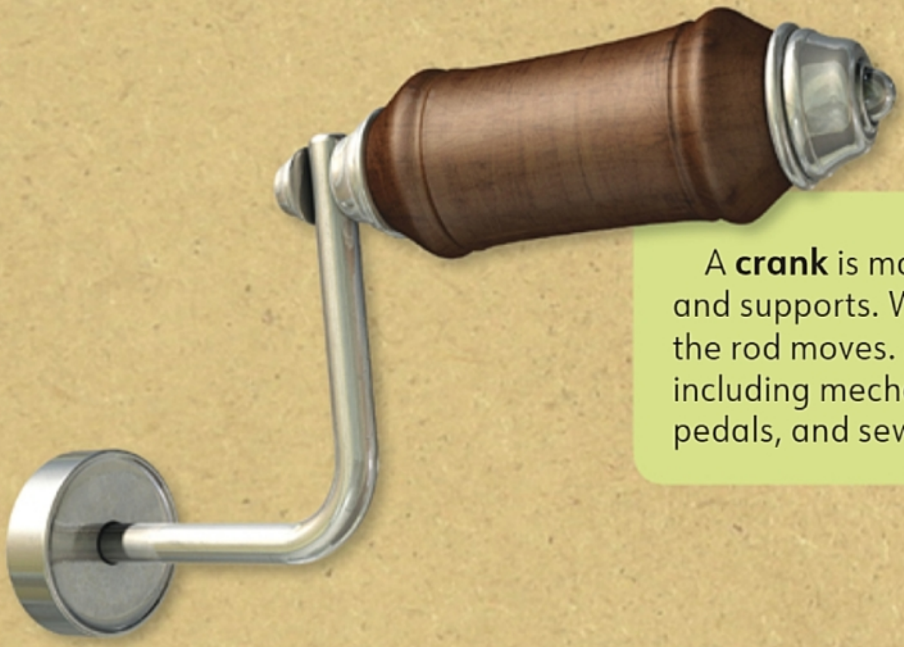
Now read **Moving Machines**

Nonfiction

Moving Machines

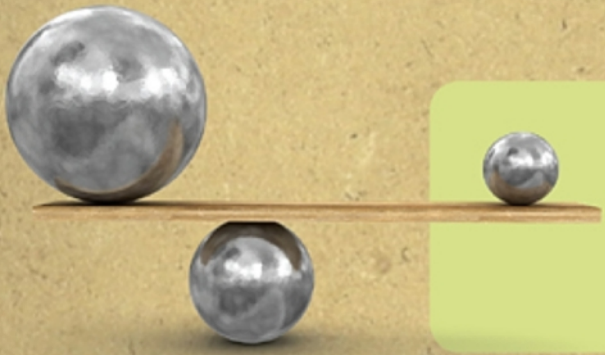
Parts of a Machine

Machines have lots of different moving parts. Looking at the inside of a clock can show you how many parts there are. There are four basic parts inside many of these machines—cranks, gears, levers, and pulleys.



A **crank** is made from a handle, a thin rod, and supports. When you turn the handle, the rod moves. Many machines use cranks, including mechanical pencil sharpeners, bike pedals, and sewing machines.

Gears are like wheels with teeth. When the gears turn, the teeth connect to make them move. Gears can make something move faster or slower. Clocks, multi-speed bikes, and music boxes all use gears.



A **lever** is a strong, straight object that sits against a support. When either end of the lever is pushed down, the other side moves up. There are several types of levers. Scissors and seesaws are both examples of levers.

A **pulley** is a machine made from a wheel and a rope or chain. The rope or chain is pulled over the wheel and it helps lift heavy objects easily. Elevators and wells use pulleys.

Where else can you find these parts?

Words in Context

Find these words in the reading. What do you think they mean?

basic rod support either wind-up swan

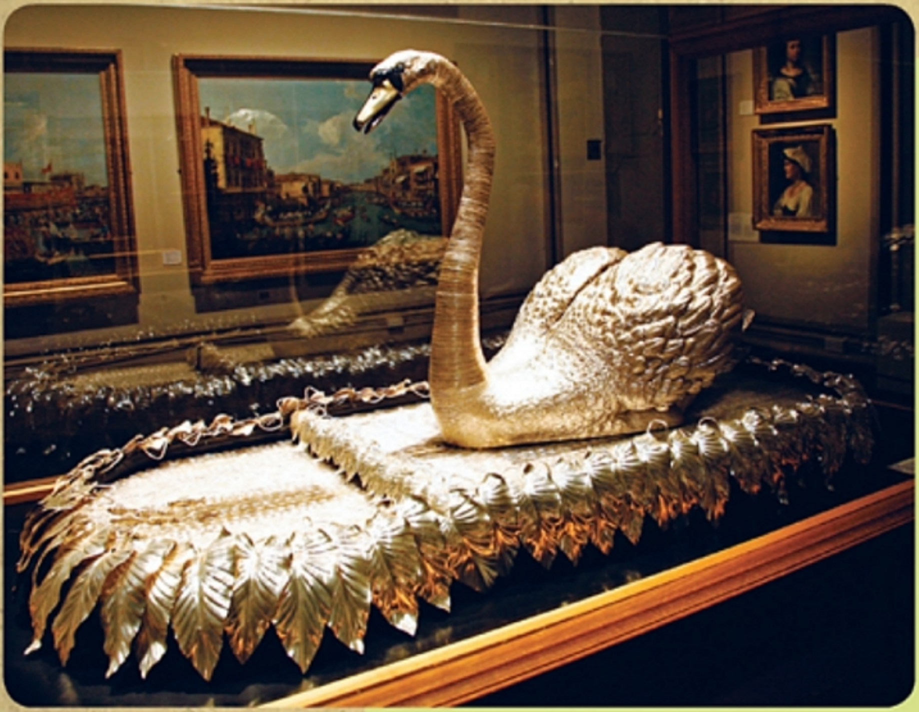
Automata

Most machines only move when someone uses them, but automata can move on their own. In the past, automata were simpler. Some were even toys! Cuckoo clocks and wind-up dolls were popular automata before robots and automatic cleaning machines. People could turn a key or pull some strings and see the toys give a performance!

This robot cleans floors. ▶

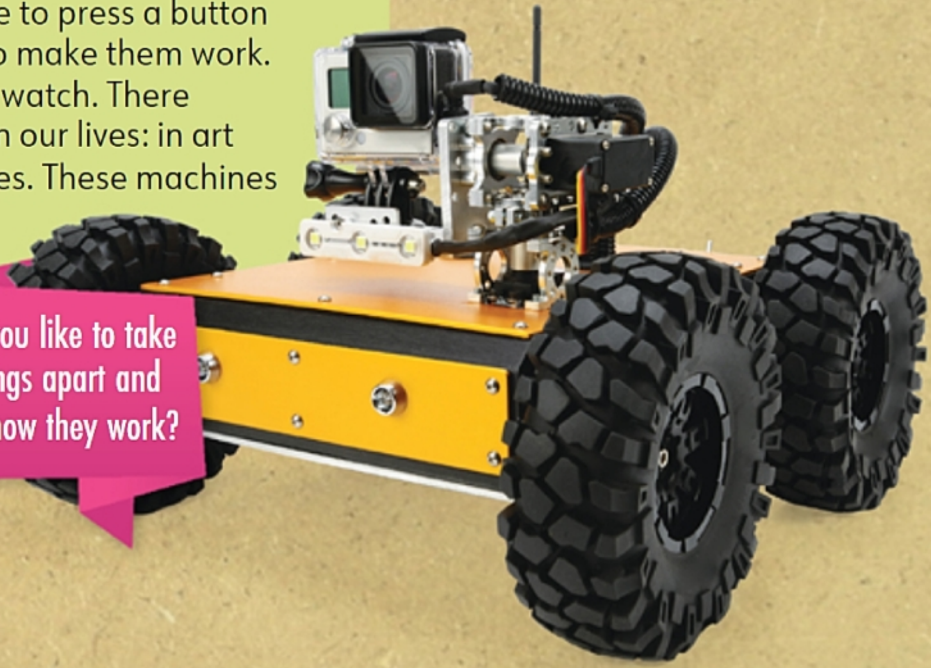
The designers were usually clock makers or inventors because they understood how the machines worked. Designers had to use their imaginations to make the machines look and move like real people or animals. It often took many people and a lot of hard work to build one.

Which of the four parts can you see?



This silver swan is at the Bowes Museum in England. It is made from many pieces of silver and gold. The river is made from glass rods. When someone turns the crank, the machine starts. The gears under the swan turn the glass rods, so it looks like moving water. Then, the swan turns its head and pulls a silver fish from the water. It even plays music.

Some automata need someone to press a button or put a coin in the machines to make them work. They can be very interesting to watch. There are automata in many places in our lives: in art museums, toy stores, and homes. These machines can be useful, fun, or both.



Do you like to take things apart and see how they work?

Explore the Reading

A Read and answer.

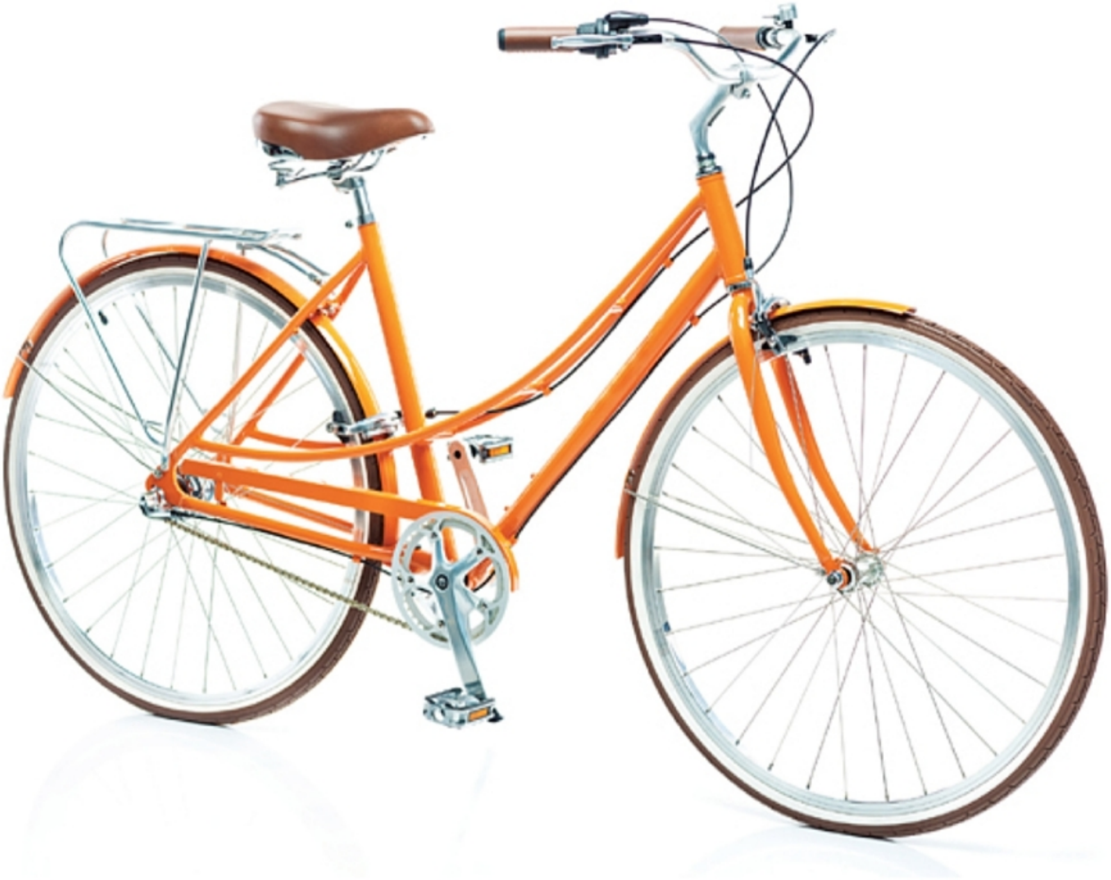
1 Which one has wheels with teeth?

2 Which one has a handle, a thin rod, and supports?

3 Which one is a strong, straight object that sits against a support?

4 Which one has a wheel and a rope or chain?

B Think and discuss. What parts can you see? How do you think it works?



C Think and discuss. Imagine you are building a machine. What would you like it to do?

my machine ...

Get Ready to Read

A Read and choose. Then write *Fact* or *Opinion*.

[1]This automaton is a really cool toy. [2]It can play music. [3]It's made from metal. [4]It uses a lot of gears, some levers, and a crank. [5]All children want it.

1 Sentence **1** ________

2 Sentence **2** ________

3 Sentence **3** ________

4 Sentence **4** ________

5 Sentence **5** ________

A **fact** is a piece of information that is true. An **opinion** is what someone thinks. The words a writer uses can tell you if something is a fact or an opinion. An opinion often includes adjectives such as *perfect* or *useful* and verbs such as *think*, *believe*, or *like*.

B Read this text from *Searching for Sterling*. Underline the opinions.

"That was a hard day!" Ed shouted to the cowboys. "Time for some food!"

They were moving the cattle south. It was almost winter, but they were almost home.

"How's your new horse, Jules?" Ed asked his son.

"Oh, Sterling's great."

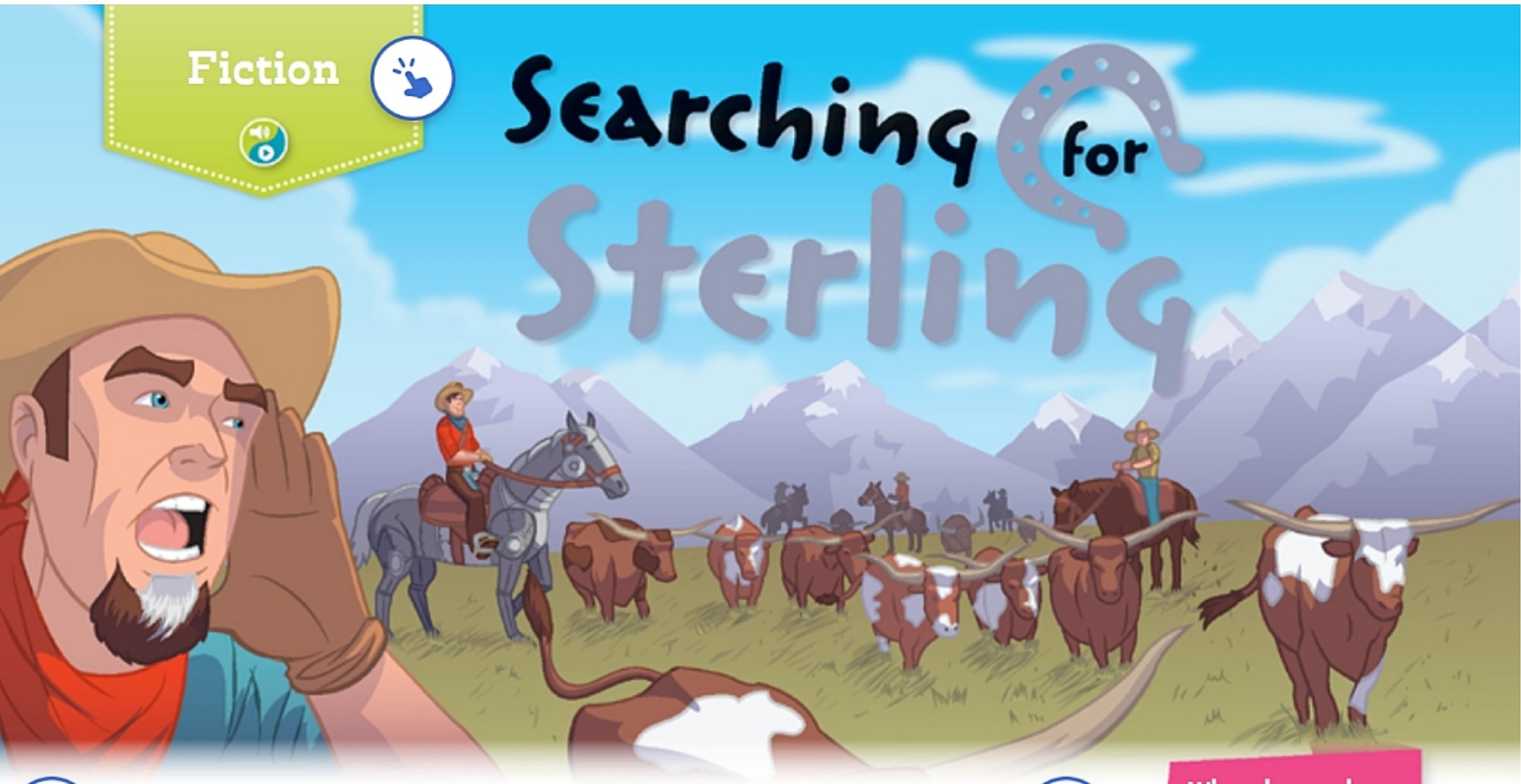
C Think and discuss. Look in your notebooks and find something you wrote. Where did you include facts and opinions?

I gave my opinion in ...

Now read **Searching for Sterling**

Fiction

Searching for Sterling



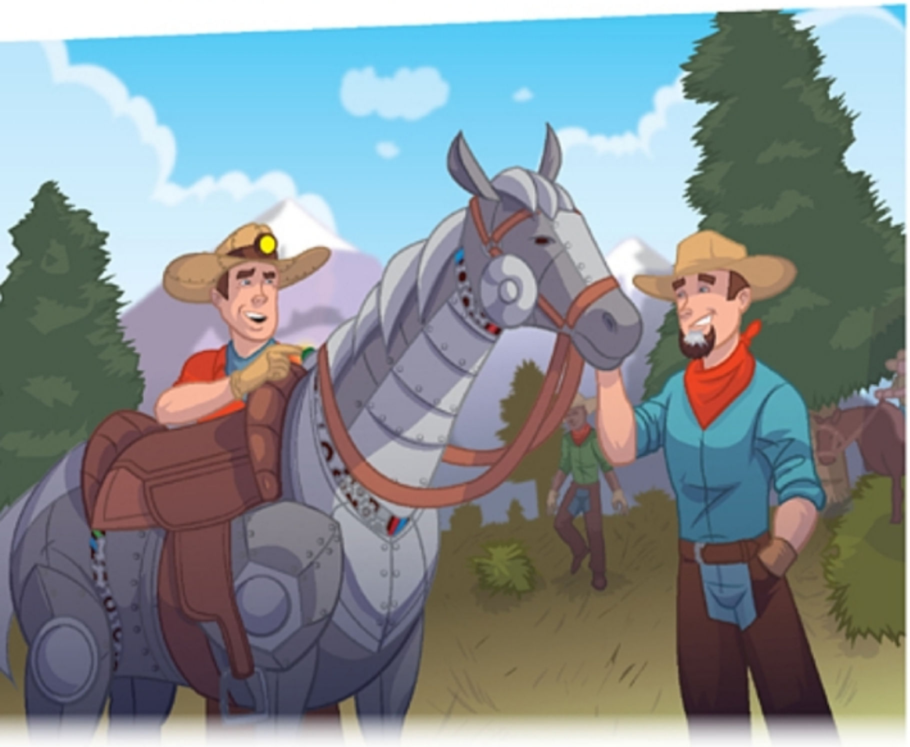
“That was a hard day!” Ed shouted to the cowboys. “Time for some food!”

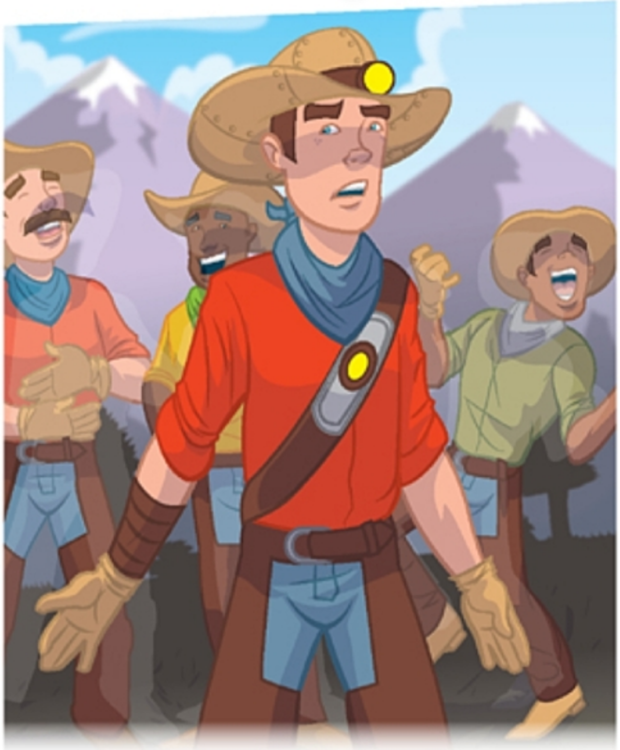
They were moving the cattle south. It was almost winter, but they were almost home.

“How’s your new horse, Jules?” Ed asked his son.

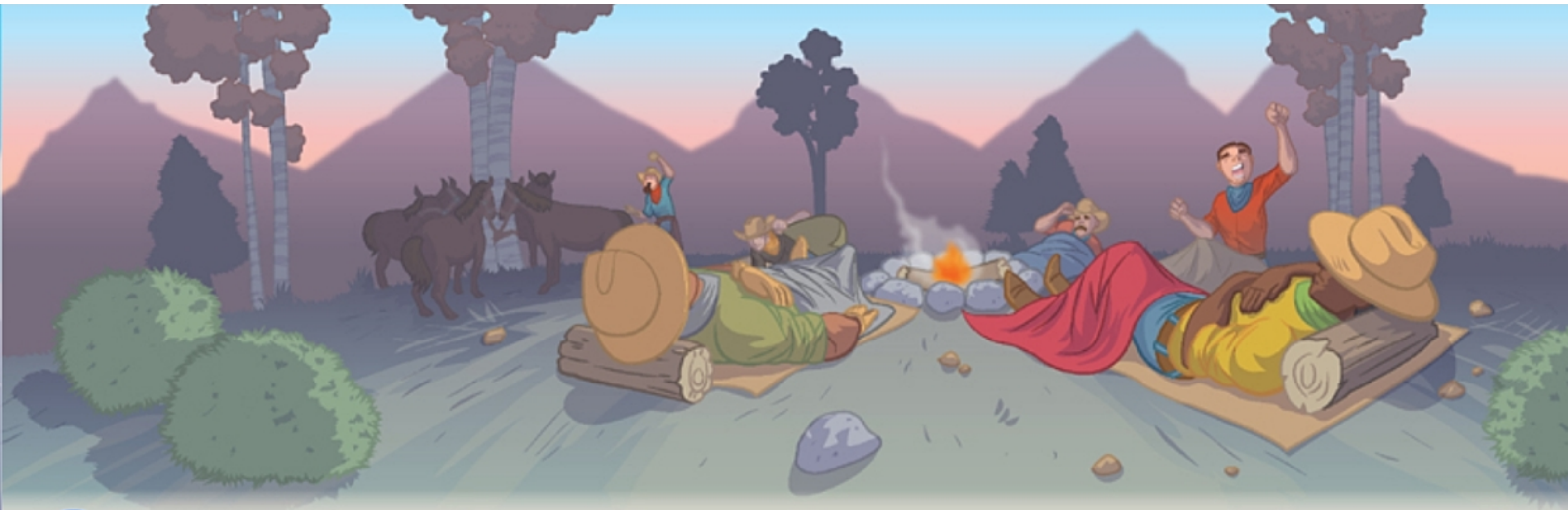
“Oh, Sterling’s great. When I push the Go to Sleep button, it shuts down,” Jules explained.

What do you know about cowboys?



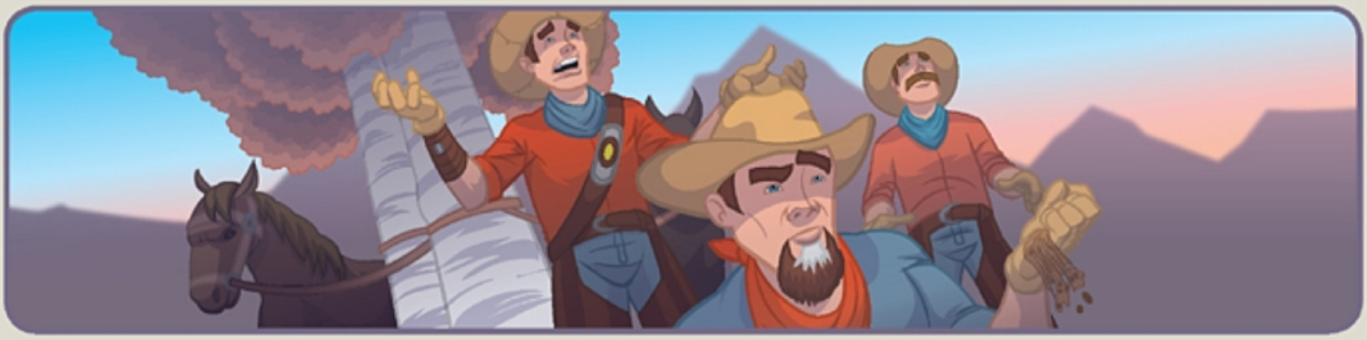


“OK, you can laugh. But it’s better than all your horses,” he said. “You’ll see.”

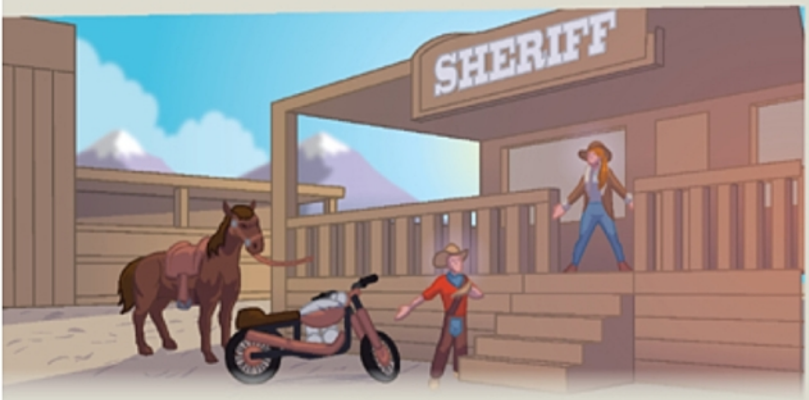


Very early the next morning, Silas woke everyone up with his shouting. "Jules, come quickly! Sterling is gone!"

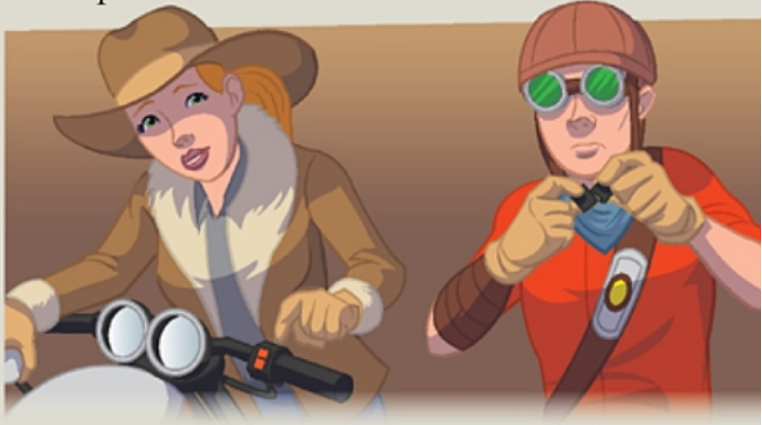
A big problem in a story is called **conflict**.



"Oh, no! Did I forget to shut it down last night? I have to find Sterling!" Jules decided to ask Sheriff Ada for help.



"Sterling isn't a normal horse, Sheriff," said Jules. "I need your motorcycle to catch it."

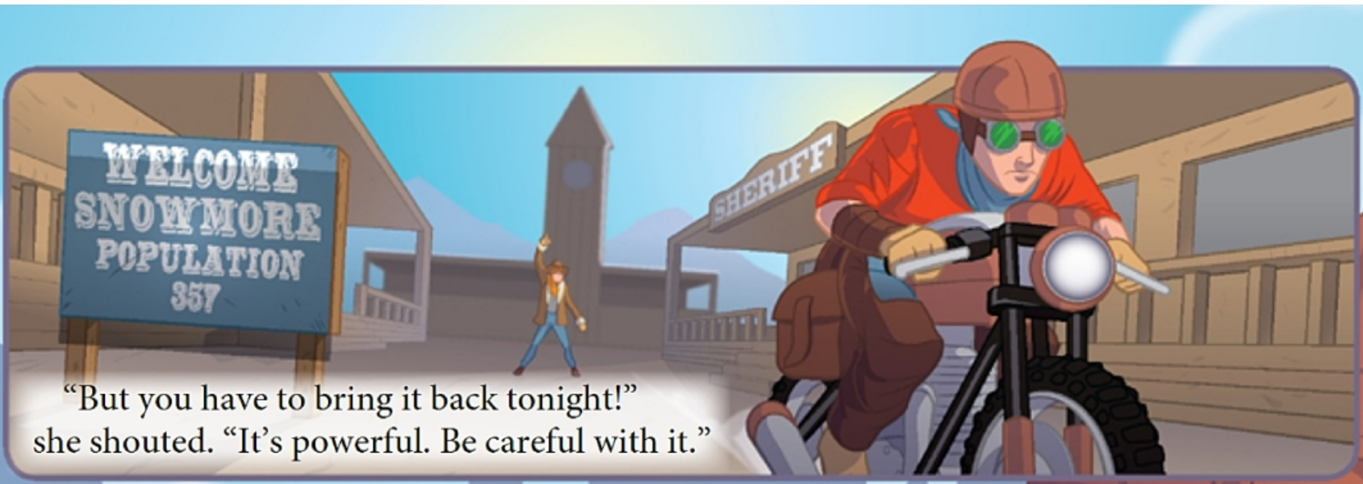


"Sure, you can borrow it," Sheriff Ada said. "To start and stop, you pull this lever."

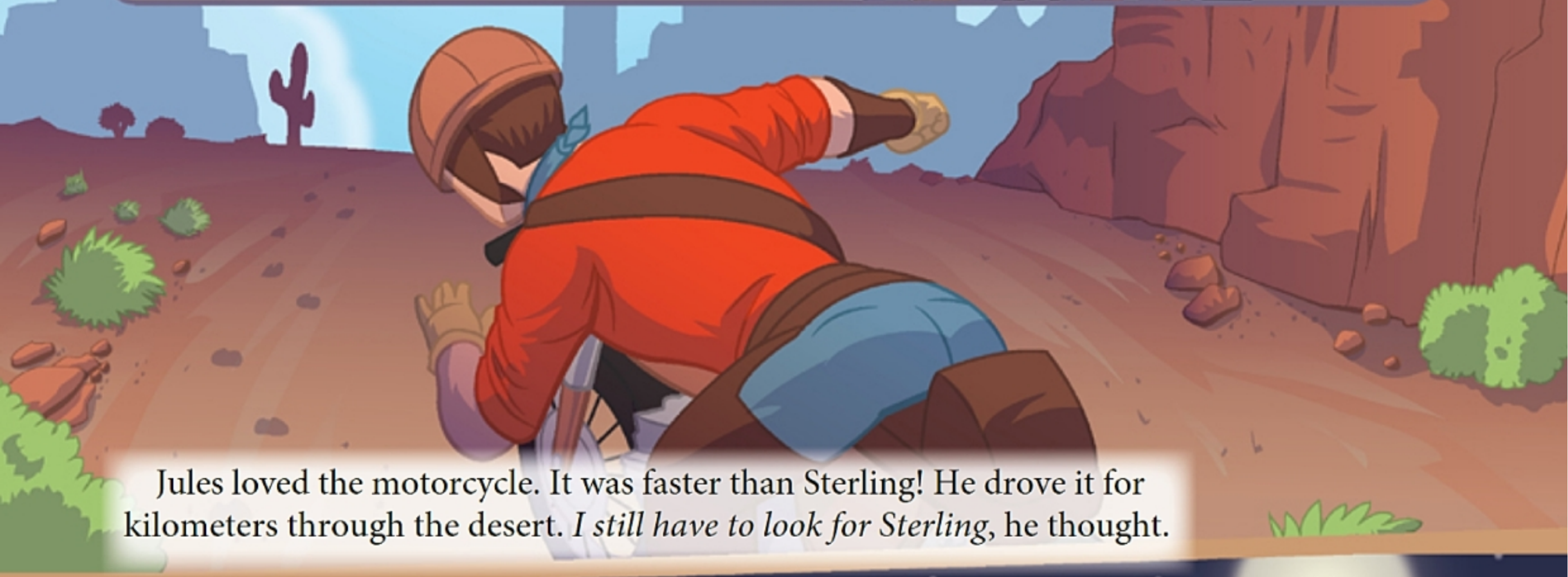
Words in Context

Find these words in the reading. What do you think they mean?

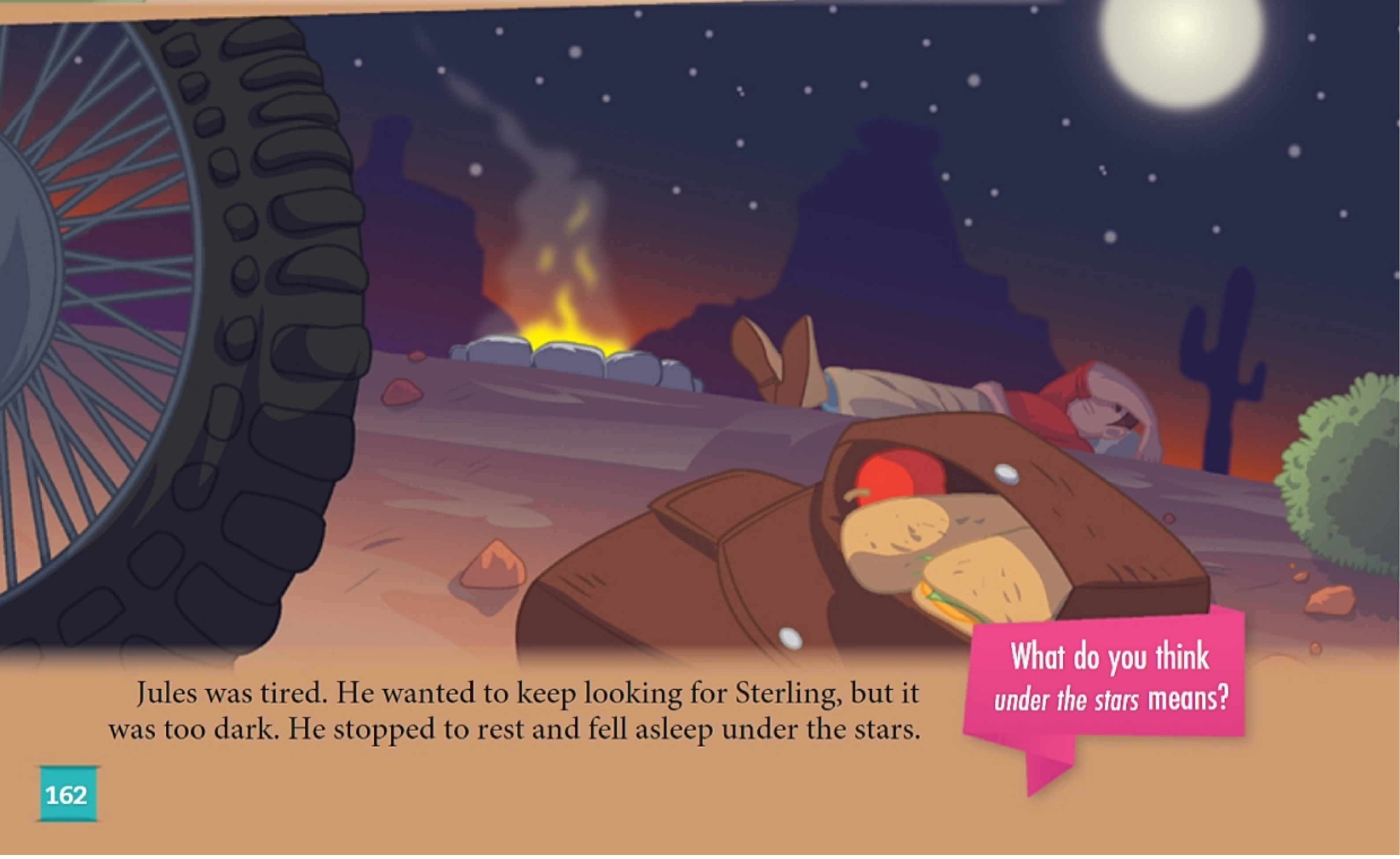
cowboys **cattle** **shuts down** **motorcycle** **fell asleep** **tough**



"But you have to bring it back tonight!" she shouted. "It's powerful. Be careful with it."

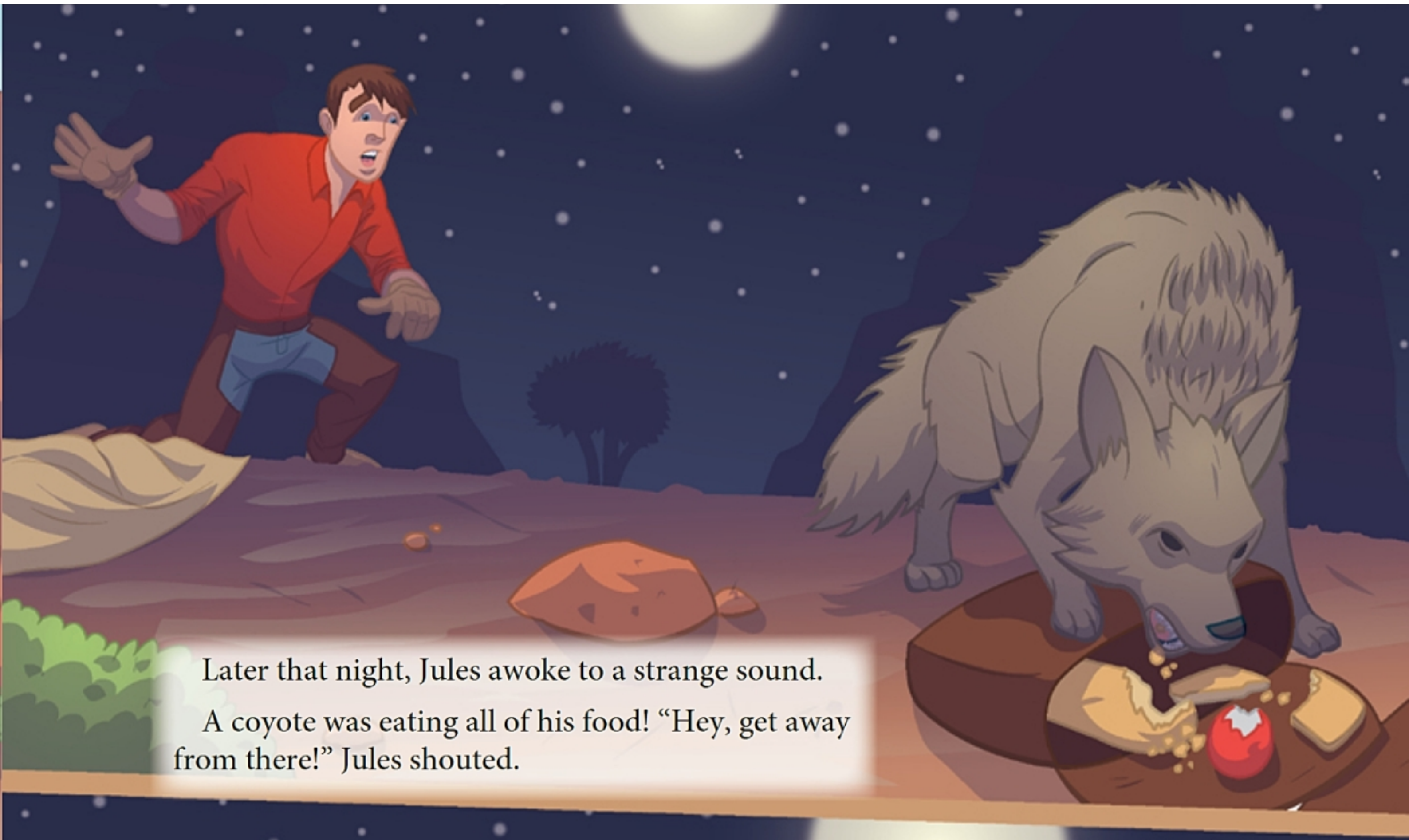


Jules loved the motorcycle. It was faster than Sterling! He drove it for kilometers through the desert. *I still have to look for Sterling*, he thought.



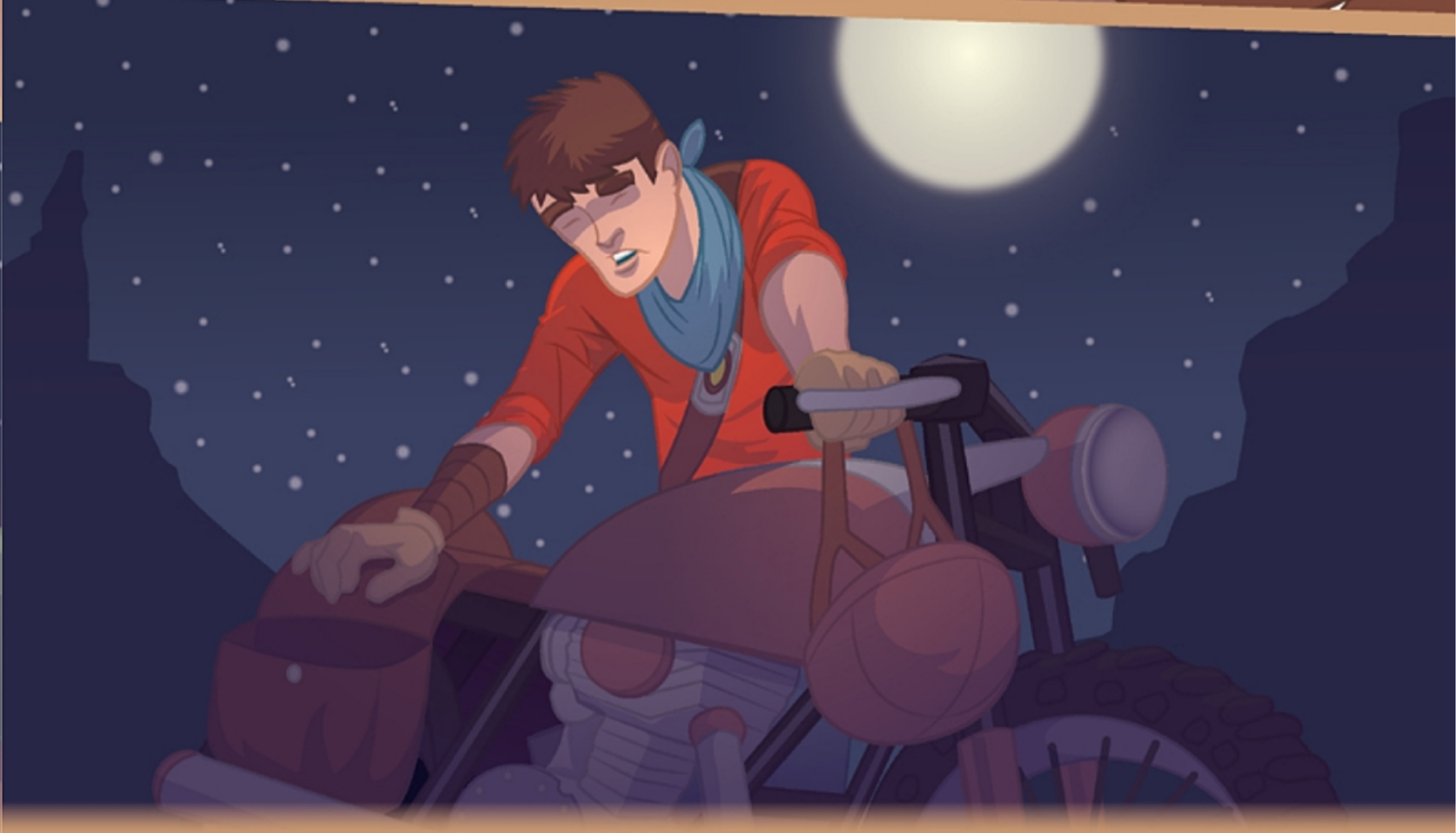
Jules was tired. He wanted to keep looking for Sterling, but it was too dark. He stopped to rest and fell asleep under the stars.

What do you think *under the stars* means?

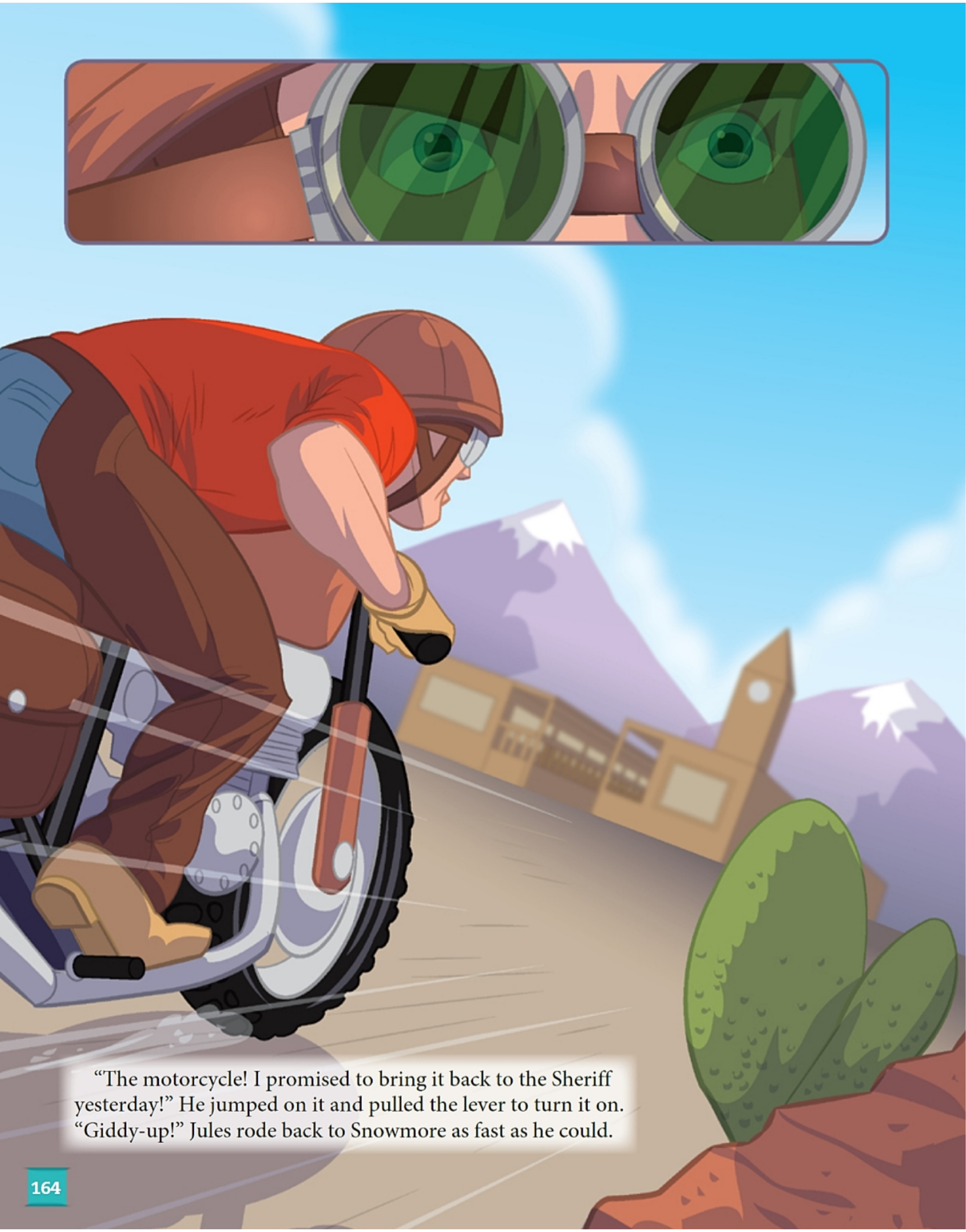


Later that night, Jules awoke to a strange sound.

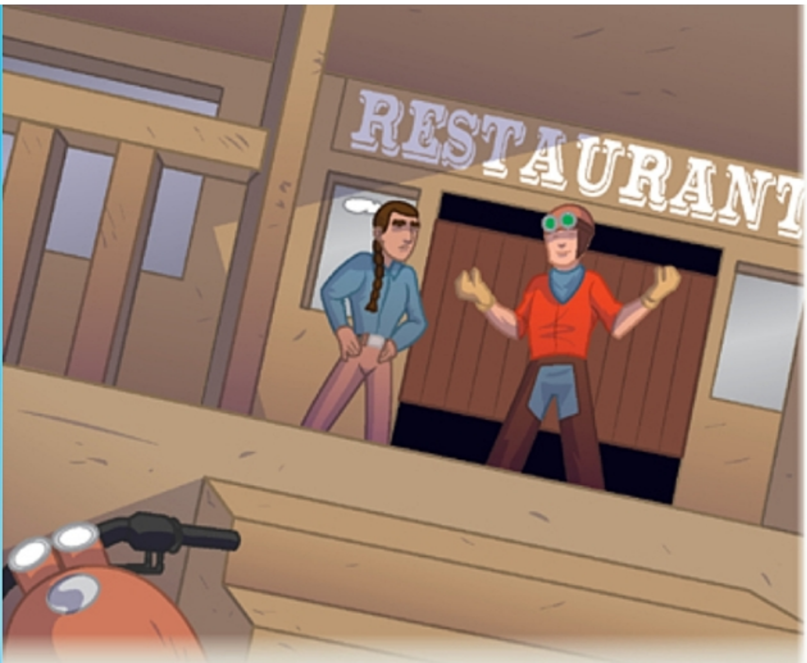
A coyote was eating all of his food! "Hey, get away from there!" Jules shouted.



Jules was upset. *I lost my horse, my food is gone, and it's getting cold. What a tough day!* he thought. *What do I do now?*



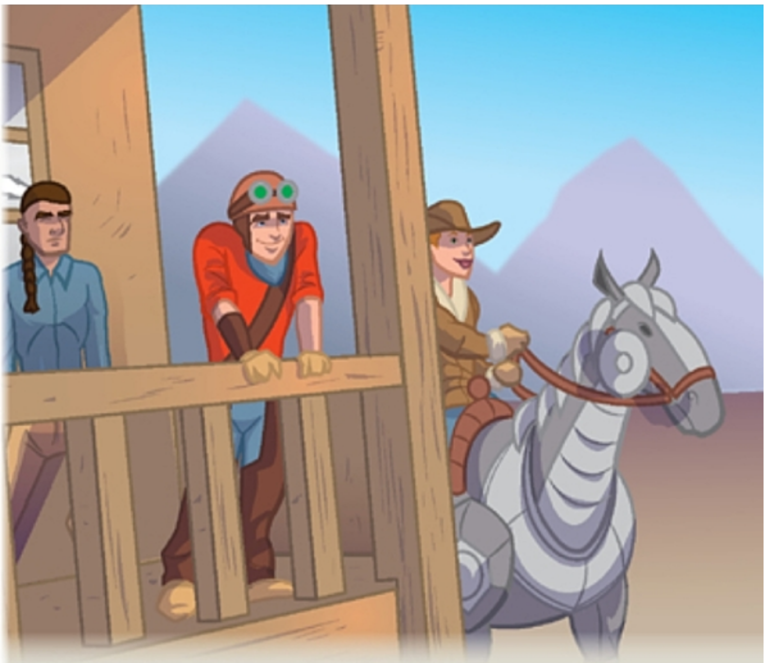
“The motorcycle! I promised to bring it back to the Sheriff yesterday!” He jumped on it and pulled the lever to turn it on. “Giddy-up!” Jules rode back to Snowmore as fast as he could.



He was very tired, very hungry, and very sad. *I'll never find Sterling*, he thought. Then, he saw Chayton outside the restaurant.

"Have you seen Sheriff Ada?" he asked.

"I haven't seen her today," Chayton said.

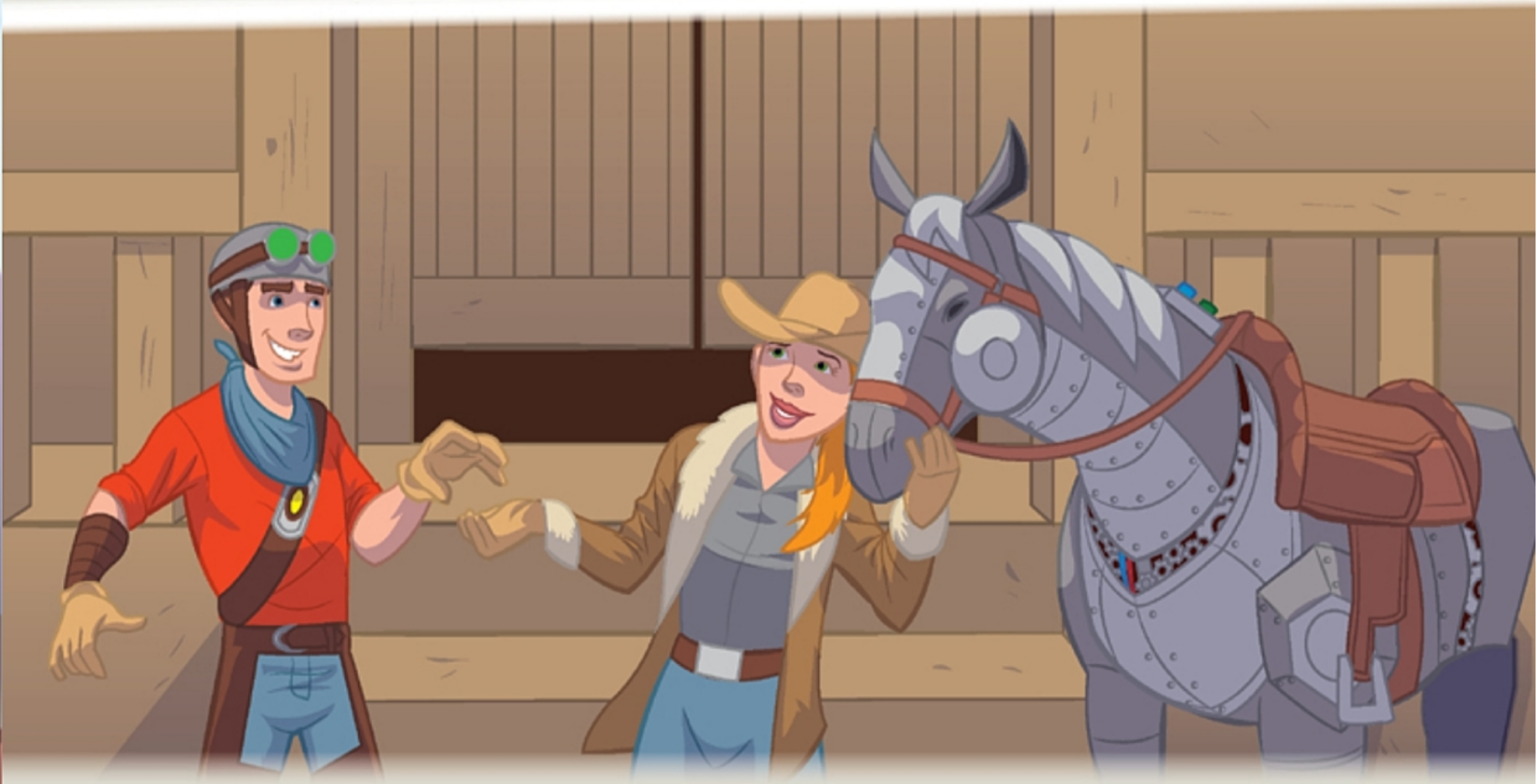


"I brought her motorcycle."

"Sheriff Ada! Sterling!"

"Good morning, Jules!"

"How did you find it?" Jules asked.



"It showed up here last night," said Sheriff Ada. "You pressed the Go Home button, not the Go to Sleep button!"

"You really are the best Sheriff in the West!" said Jules.

Explore the Reading

A Read and write *True* or *False*. Write the page where you found the answer.

1 The other cowboys like Jules's new horse. False 160

2 Silas didn't tell anyone that Sterling was gone. ____ ____

3 Jules fell asleep under the stars. ____ ____

4 Jules brought the motorcycle to the Sheriff on time. ____ ____

5 Sheriff Ada found Sterling. ____ ____

6 Jules pressed the Go to Sleep button. ____ ____

B Write one fact and one opinion.

1 Sterling

Fact: ____

Opinion: ____

2 The motorcycle

Fact: ____

Opinion: ____

3 The coyote

Fact: ____

Opinion: ____

C Think and discuss. Imagine you are Jules. Would you return the motorcycle to the Sheriff on time? Why or why not?

No, I would ...

I'd ...

Spelling Pattern *ough*

Listen and write. Then check your answers.

1 c____ 2 r____ 3 t____ 4 d____ 5 t____

Now find more words with *ough* in the reading.

Does technology make our lives easier?

A Think and write. What machines are there in the two readings? What does each one do?

Machine	What Does It Do?

B Think and discuss. What are three useful machines you use at home? Do a Round Robin.

I think the ...

I use ...

My Reading Journal

Which machine from this unit would you like to build? Who would you ask for help?

I'd like to build ______________ . I'd ask ______________ .

Which reading was your favorite in the whole book?

My favorite was ______________ .